至善館
SHIZENKAN

Course Syllabus of the 2024 Academic Year

- Shizenkan University offers compulsory, elective, and optional courses. All students are required to take compulsory courses. For detailed information about program structure, refer to the "MBA Program Outline."

- Typically, each session lasts 180 minutes (90 minutes x 2, excluding break). The length and structure of some courses, including intensive courses, may vary.

- The syllabus is current as of July 1, 2024. Content is subject to change.

Course Title:	**What is a Company for? - Exploring Relationships Among Business Enterprise, Market and Society**
Course Code:	A101CL-24EN
Year / Semester:	1st year / 1st semester
Credit:	2 credits (compulsory course)
Supervising Faculty:	Prof. Tomo Noda
Guest Faculty:	Adjunct Prof. Jesper Koll, Adjunct Associate Prof. Wong Lai Yong, Adjunct Associate Prof. Junichi Sato
Class Format:	On campus (in person) and online

OBJECTIVE:

Today, companies have become the main force in the world economy. In particular, global companies mobilize people, goods, money, and information beyond national borders. Some of them exercise enormous influence in the world, with turnover higher than the GDP of small nations.

Regardless of this, neither economics, sociology, nor political science has seriously dealt with the existence and concept of companies in their theory formulation and empirical researches.

In the field of business administration as well, most of the studies tend to focus on "how to best manage companies", rather than researching on the role and significance of companies as important actors in our socio-economic system.

In this course, we will explore the essence of companies through reflecting on history as well as based on the theory of comparative culture. In our society, incorporated companies are strange "things" endowed with a legal personality similar to "person", despite that they are "things", not "persons".

With a focus on the existence of incorporated companies, we will unravel the evolution of the legal system and examine the question of "for what and for whom do (incorporated) companies exist?"

LEARNING OUTCOMES:

During this course students will:

1) Look back through history to analyze and compare various corporate systems that exist throughout the world (focusing mainly on American and Japanese models).

2) Through understanding the various environmental changes surrounding companies, and the expectations / demands of stakeholders, including the responsibility required of a company as a member of society, and even more so, as one of the beings on planet Earth, each student will develop her/his own "working theory" or "theory in use" on an ideal company – its raison d'être, ethical standards, and social engagement.

3) At the same time, each student will delve into the relationship between the company and its management and identify the qualities, attitudes, and personality demanded of managers, and incorporate these qualities into their leadership growth plan.

POSITIONING:
This course is offered in the beginning of the whole Shizenkan program, together with "Financial Analysis and Levers for Managerial Control."

From the 1980s, we have observed rapid globalization and the bloating of financial markets (particularly capital markets) as the neoliberalism trend has spread globally in the wake of so-called Reaganomics. During these last decades, shareholder activists emerged, having transformed corporate management and governance structure to align with the expectation of markets and investors.

By taking these two courses in parallel, "What is a Company for?" and "Financial Analysis and Levers for Managerial Control", and by subsequently taking "Market Principles and Corporate Finance Theory", which begins in the latter half of the first semester, students are expected to deepen the insight into how market, society, companies, and management are linked to each other.

COURSE FOCUS:
When companies are faced with financial difficulties and the need for restructuring, what should top managers do? Withdraw from less profitable businesses? Lay off less productive employees? Or protect employment by reducing dividends to shareholders? Although economic rationality is a minimal condition that must be satisfied, it is not sufficient to make decisions based only on that condition. Ultimately, a top manager's decision will be influenced by his/her beliefs and philosophy on "what companies are, and for whom and for what they exist"

The question, "What are companies for?" is simple and important, but the answer is not necessarily easy. A very simplified American answer is that companies serve as a tool for maximizing shareholder values. However, whether this is a universal notion or not has been debated all over the world. In fact, traditionally, human-centric management with the paternalistic and communal style was practiced in some countries in Asia, including Japan as well as in continental Europe, and even throughout the world.

On the other hand, such paternalistically and communally run companies had to go through a change due to rapid globalization. At the same time, an American- style shareholder-centric concept of companies needs revision as the new trend such as SDGs and ESG investment is now spreading. For example, the statement released by the Business Roundtable (a business lobby group of major American companies) in August 2019 had a significant impact on the business world. The reason was their criticism of

"shareholder capitalism," which had been the principle of corporate management, and they also declared a shift to "stakeholder capitalism." Also, the COVID-19 pandemics of the past three years highlighted, the role that business should play in society more than ever. In addition, the growing sustainability concerns of the planetary boundary concept and the rapidly accelerating decarbonization movement are forcing companies not only to change their business models, but also to question the nature of their responsibility to society and the planet. In this regard, the question of how the nature of companies is likely to change is an important one for all.

This course will spotlight the two most contrasting models, the American, and the Japanese one, among many others. We will study the change and evolution of each model over the recent past. We will then examine how companies should relate themselves with various stakeholders such as shareholders, employees, and suppliers, as well as how they should harmonize with the local community and the environment. Furthermore, we will explore what top managers' roles and responsibilities should be, particularly through putting ourselves in the shoes of top management.

We need to be aware, however, that we cannot reach a simple and clear answer to the question "What are companies for?" based on academic analysis only. It should be a very practical "theory in use" to be formed by individual entrepreneurs and executives themselves, backed by their own experiences, values, and beliefs. In fact, we have observed many cases where such theories in use largely differ among managers who live in the same period of time and in the same areas. In addition, theories will change over time as managers gain experience and as stakeholders' expectations evolve in response to the changing external environment. We could even say that one pioneering leader's initiative could change the theory and concept toward the future.

Therefore, the most important in this course is for each student to form his/her own theory in use about "What are companies for?" through studying various debates on "companies" with considerations of history, legal system, and comparative culture through the lens of a top manager. From the very beginning, we want to say that there is no single "correct" answer. The objective of this course is to enable students to seek and discover their own convincing answers.

LEARNING APPROACH:
This course will be carried out with the use of diverse methods such as videos, lectures, group discussions, and role-playing. In particular, we intend to utilize simulation technique with documentary films and news footage which describe the relationship between companies and stakeholders so that students can think through how they should decide and act if they are put in the shoes of top managers and stakeholders in the films and news.

TEXTBOOK:
There is not one single textbook that covers all the themes discussed in the course.

REFERENCE READING:
- Charles Handy (1999) *The Hungry Spirit: Beyond Capitalism: A Quest for Purpose in the Modern World,* Broadway
- Lynda Gratton (2011) *The Shift: The Future of Work Is Already Here*, William Collins
- Pavan Sukhdev (2012) *Corporation 2020: Transforming Business for Tomorrow's,* Island Pr
- Paul Polman (2022) *Net Positive: How Courageous Companies Thrive by Giving More Than They Take*, Harvard Business Review Press

EVALUATION:
- Class participation and contribution   20%
- Submission of Pre-Session Assignments   10%
- Submission of speech draft   10%
- Final report   60%

Feedback Methods for Assignments/Exams:
Final report scores and feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:
1. Face the Tide of Global Capital Markets (Noda) [3.25 hours]
2. Re-Examine the Relationships between the Company and its Shareholders (Noda, Koll) [3.25 hours]
3. Revisit Human-centric Management: Review the Relationship with Employees (Noda) [3.25 hours]
4. Conceptualize the Theory on "What is a Company?" (Noda) [3.25 hours]
5. Re-Consider the Relationship between the Company and Society (Noda, Wong, Sato) [3 hours]
6. Dialogue with NGO Activists (Noda, Wong, Sato) [3 hours]
7. The Challenge of "Purpose Management" and "Integrated Management" (Noda) [3 hours]
8. Explore the Future of the Company (Noda) [3.25 hours]

Course Title: **Modern Philosophy, Capitalism, the Future of Human Existence**
Course Code: A102CL-24EN
Year / Semester: 1st year / 1st semester
Credit: 2 credits (compulsory course)
Faculty: Prof. Ken Nishi, Prof. Katsuhiko Yoshikawa
Class Format: On campus (in person) and online

OBJECTIVE:

The capitalist economic system, which was born in Europe and has penetrated the world through the acceleration of globalization, brings material wealth to people in developing countries as well as in developed countries. On the other hand, the system has created negative aspects on a global scale, such as widening disparity in each country, concern about resource expenditure, and climate change and sustainability.

In this subject, we consider the significance of capitalism in human history and examine it through the framework of "Western modernity." Western modernity was a revolutionary event in the history of humankind. We explore its genesis in the modern Western world by examining capitalism as an economic system coupled with its counterpart political system of democracy. And it was modern Western thought (a series of modern philosophical thoughts such as Hobbes, Rock, Rousseau and Hegel) that designed this politico-economic system.

The purpose of this course is to understand the meaning and significance, in the history of humankind, of the politico-economic systems by exploring the essence of Western modernity from the perspective of modern Western thought. In this regard, we focus on the possible existence of human beings, especially on the condition that human beings can be "free". On that basis, we confront the challenges of the current global politico-economic system and explore the possibility of the principle of opening up our new future.

LEARNING OUTCOMES:

The goal of this course is as follows.

1. Overview the process of the establishment of Western modernity and its politico-economic system. Focus on the mutual linkage between capitalism and democracy which is a constituent element of Western modernity. Develop a deeper understanding of the essence of Western modernity.
2. Learn the genealogy of modern Western thought (Adam Smith, Karl Marx etc.) and its theoretical framework which had a great influence on the establishment of the politico-economic system.
3. At the same time, understand the transformation of human existence brought by Western modernity and learn the essence of human existence posed by Western philosophy (Plato, Hegel, Nietzsche etc.)
4. Based on the above, deepen the insight into the nature of human existence from the light and shadow that the current politico-economic system encompasses.

5. Overlook the diverse and intermingled politico-economic systems that exist in the world and re-examine the validity of the modern western system.
6. By understanding the nature of human existence as well as the diversity of the global world, each student shall develop the awareness of the problems and their perspective towards the future of humankind and possess a clearer vision as a prospective leader.

POSITIONING:

This course will be held in succession of three courses in the first half of the first semester. In the "COMPANY" and "NUMBERS" courses, we learned the transition of how a manager is exposed to the pressure from the market as the existence of corporations has changed through the rise of neo-liberalism since the 1980s and the following sublime of investor capitalism. And we explored the expected role of companies at this significant turning point in history. (Note that we will further explore the relationship between management leaders and capital market/investors in the "FINANCE" course, which will be held along with this course.)

In this course, we extend our viewpoint from a manager of a company to a leader of a society, or to a leader of humankind, and consider the present and the future of the politico-economic system. We will explore the future of the politico-economic system, starting with the basic understanding that we are now facing a critical turning point of human history.

The same theme will be discussed in the "SYSTEMS" course which is held simultaneously with this course. The biggest challenges of the current politico-economic system are disparity and sustainability, and in this course we mainly discuss the former while in the "SYSTEMS" course we mainly discuss the latter.

LEARNING APPROACH:
− Interactive lecture
− Group discussion

TEXTBOOK:

This course is academically based on Western philosophy (modern western thought). However, related original texts on philosophy vary in a wide range and they are not easy readings for non-academics and practitioners. Therefore, there are no assigned textbooks on philosophy. Copies of relevant book chapters will be handed out in each session.

SUPPLEMENTAL READING:

Students are expected to read the following book before the second session of the course. (It will give students a better understanding of the context of the course content. Please note, however, the book will not be discussed in class.)

− Yuval Noah Harari (2015) *Sapiens: A Brief History of Humankind*, Harper.

REFERENCE BOOK:
− Robert B. Reich (2015) *Saving Capitalism: for the many, not the few*, Alfred A. Knopf.
− Rebecca Henderson (2021) *Reimagining Capitalism in a World on Fire*, Penguin.

EVALUATION:
− Class participation and contribution   10%
− Mid-term report   25%
− Individual Assignment (Session 1)   5%
− Individual Assignment (Session 4)   5%
− Individual Assignment (Session 6)   10%
− Individual Assignment (Session 7)   5%
− Final report   40%

Feedback Methods for Assignments/Exams:
Mid-term report and Final report scores and feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:
1. How to evaluate the current situation? (Why is studying philosophy necessary?) (Nishi, Yoshikawa) [3.25 hours]
2. Overview the history of humanity (Nishi, Yoshikawa) [3.5 hours]
3. Understanding "pre-modernity" (Nishi, Yoshikawa) [2 hours]
4. Development of the economic system and transition to modernity (Nishi, Yoshikawa) [2 hours]
5. The Birth of Western Modernity and Its Impact (Nishi, Yoshikawa) [2 hours]
6. Thinking about Human Existence (Nishi, Yoshikawa) [1.75 hours]
7. Shifting the point of view (Nishi, Yoshikawa) [3 hours]
8. Explore the possibility of overcoming modern times (Nishi, Yoshikawa) [3.25 hours]
9. Capitalism in the Anthropocene (Nishi, Yoshikawa) [3 hours]
10. Possibility of an ideal society – The Constitution of Liberty (Nishi, Yoshikawa) [3 hours]

Course Title:	**Diversity of Social Structures and Ethics from the Perspective of Major Religions**
Course Code:	A103CL-24EN
Year / Semester:	1st year / 2nd semester
Credit:	2 credits (Compulsory course)
Faculty:	Prof. Daisaburo Hashizume
Class Format:	On campus (in person) and online

OBJECTIVE:

Religious beliefs and culture significantly impact all aspects of life. They underpin the values and nature of society and humanity. This course, following Max Weber's theory of comparative sociology of religion, focuses on the function of religions in forming social structures and behavioral principles. We will cover the respective characteristics, customs, thoughts, and social institutions of major religions; monotheistic religions of Christianity and Islam, polytheistic religions of Hinduism and Buddhism, as well as the Eastern philosophical traditions of Confucianism and Taoism from the perspective of Comparative Sociology.

We will analyze the recent trends in global politics and economy including Evangelical movements in the US, Islam Revivalism, China's Socialist-market economy, and others.

Finally, we will examine the differences among principles and ways of thinking of respective civilizations in light of their values and how they create confrontations and search for a solution in the geopolitical and socio-economical context. Through this course, we expect students to explore the following question: What is the ethical foundation of thoughts and behaviours of yourself, and others?

LEARNING OUTCOMES:

The goal of this course is as follows:

1. Understand that the four major civilizations are initiated by religions, and primarily are established based on the Canon, the principle of thought and behavior, as their foundation.
2. Understand that different Canons produce different ways of thinking and behavior, thus the diversity of the global community.
3. As a leader of a global company or organization, be aware of the diversity among the members of an organization as well as cultivate the adequate management attitude and qualities.
4. Develop the ability to accurately understand the challenges and difficulties faced by the international community and make better decisions as a leader of a global society.

POSITIONING:

As a part of Shizenkan's liberal arts curriculum, this course is one of the three folds. First course was "Modern Philosophy, Capitalism, and the Future of Human Existence", and the third course will be "Social Systems Theory and the Future of Human Existence" which will start later in this semester. This course, the second among the three, is

intended to enhance the capacity of interpreting the current global society in a broader context as well as to acquire the ability to think and to prepare for the challenges of the global economy in the universal terms. "Modern Philosophy, Capitalism, the Future of Human Existence" examined "Modernity", the outcome of Western Christian civilization through philosophy and the modern way of thinking. This course will cover not only Western Christianity but other civilizations and recognize the complex reality of global society. "Social Systems Theory and the Future of Human Existence" will use "system" as a modeling tool, whereas this course will deal with a diverse mixture of various factors. Such knowledge and sensitivity will help to provide a deep insight into the future of humanity, as well as a comprehensive worldview which is essential for a leader who is exploring a new frontier.

LEARNING APPROACH:

- Lectures and in-class activities
- Group discussions

READINGS:
Students are expected to read the following assignments before the course. Copies will be provided.

- Translated excerpts from Hashizume, Daisaburo 2001 *"Introduction to the Sociology of Religion."*
- Excerpts from Genesis and other books in the Bible (NRSV)
- Excerpts from Weber, Max 1904-1905 *"The Protestant Ethic and the Spirit of Capitalism"*
- Other papers and excerpts from related materials assigned in the course.

EVALUATION:

- Class participation (10%)
- Submission and group discussion of assignment reports (40%)
- Final report (50%)

Feedback Methods for Assignments/Exams:
Final report scores and feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:

1. Introduction to Comparative Sociology of Religions (Hashizume) [3 hours]
2. The Essence of Christianity (Hashizume) [3 hours]
3. Social Structure and Behavioral Pattern of the U.S. (Hashizume) [3 hours]
4. The Essence of Islam and Islamic Civilization (Hashizume) [3 hours]
5. The Social Structure and Behavioral Pattern of Indian Civilization (Hashizume) [3 hours]
6. The Social Structure and Behavioral Pattern of Chinese Civilization (Hashizume) [3

hours]
7. The Social Structure and Behavioral Pattern of Japanese Society (Hashizume) [3 hours]
8. The Image of a Diverse Global Community in the 21st Century (Hashizume) [3 hours]

Course title:	**Social Systems Theory and the Future of Human Existence**
Course Code:	A104CL-24EN
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Faculty:	Prof. Tomo Noda
Class Format:	On campus (in person) and online

OBJECTIVE:

Whether in business or public sector, a leader with a vision for the future should also seek to be a leader of society, as we all are members of the same community and society. The objective of this course is to help you acquire a viewpoint and aspiration necessary to act as a society leader. In this course, we will seek to observe societal change and the transformation of human existence in the time of globalization and technological innovation, and thereby seek to understand the context as well as think through possible remedies for social problems. In doing so, what is important is to adhere to core values, upon which we base our ideas of the future we want to build, as well as to construct a rational framework to understand the resources available for us and the constraints we need to confront in an effort to realize such a future.

In the course, we focus on the need for and possibility of reconstructing our communities. Traditional community units such as "local community neighborhoods" and "family" seem to have been breaking down, particularly in Japan and other developed countries. As a result, while the economy is functioning, gaping holes in the social fabric are appearing. We, particularly those who have grown up in democratic societies, once believed that our political participation would be an effective mechanism to deal with these social challenges. Today, however, we all know that democracy does not function as it should because of the breaking down of the middle class and the recent rise of populism across the political spectrum.

How can we manage ongoing changes and transformation in society? What kind of future can we envision and portray as leaders? Throughout this course, while placing Social Systems Theory as the academic foundation, we will observe the correlation amongst the economy, science and technology, politics and the society and seek to probe extensively into societal issues and problems. We will furthermore examine the nature of human existence, think through the optima and/or desired relationships among people, and envision the role and responsibility of leaders to realize a better future.

Throughout the course, students will be asked to consider the questions, "What is your understanding of the current situation of living world and community in the face of systemization? What impact do you think such a current situation will have on changing the nature of human existence? How do you evaluate such transformation? What are the problems and challenges? How do you envision the ideal state of human existence,

and furthermore, of society and community? What do you think is necessary to achieve that ideal state?"

LEARNING OUTCOMES:
In this course, from the Social Systems Theory perspective,
1. Understand that globalization functions to replace the qualities of human relationships of "good faith and a willingness to take the initiative" with those of "defined roles and manualization."
2. The spread of this systemization has brought about the "hollowing out" of traditional living communities and created instability in the human existence.
3. Each of us is expected to develop our own values by questioning ourselves about how we view and define the questions: "what is a society?" "what is a good society?",
4. Define the role and responsibility of a society leader who aspires to create a better future by considering and analyzing the negative and positive impacts of the technological innovation on the society and on our human existence.

POSITIONING:
This course constitutes one of the liberal arts curricula at Shizenkan: the first course was "Modern Philosophy, Capitalism, the Future of Human Existence," and the second was "Diversity of Social Structures and Ethics from the Perspective of Major Religions."

Throughout the curriculum, we aim to nurture and expand your understanding of the current issues concerning the global economy and social structure and endeavor to convey the ability to see them through a universal viewpoint.

In "Modern Philosophy, Capitalism, the Future of Human Existence," we examined the Modernity which Western Christian civilization initiated using the modern philosophical method. In "Comparative Sociology of Religion," we observed the structure of society and principles of human behavior through the lens of sociology of religion and sought the path of the complex world in the future.

In this course, "Social Systems Theory and the Future of Human Existence," we will integrate the knowledge which we accumulated in the past courses and aim to find a prescription for the problems caused by structural issues from multiple viewpoints of society, economy, technology and politics.

The liberal arts curriculum is at the core of the Shizenkan University program. Our liberal arts courses are not just educational courses; they aim to assist you in the development of your own way of viewing into the world, society and human existence, and help you to become a "whole-person" leader. At the same time, it is designed to provide a guideline to observe and make critical decisions in the rapidly changing world of technological innovation, with the sustainability of society and humanism in mind.

FOCUS:
The study of sociology has been developing from the perspective of modern western civilization and its democratic political structures. Its framework, therefore, is well suited to analyze and examine the current social situation and problems in democratic countries, including Japan. When attempting to analyze and examine countries and cultures which have been influenced by Chinese and Islamic civilizations, however, this form of sociology cannot be simply applied in all cases, since the premise concerning political and social structure is different. To examine the changes that have been brought as a result of globalization and developments within science and technology, however, Social Systems Theory still helps us develop a comprehensive and well-rounded viewpoint.

In this course, we will mainly examine the present situation and problems of Japanese society. This is because focusing on and analyzing a particular society as one unit is a typical method in Sociology, and the frameworks and arguments that the professor presents are constructed primarily based on his observation on Japanese society. Upon examining Japanese society, we will also gain insight into the problems and challenges facing societies in Europe, as well as the US and other parts of the world.

LEARNING APPROACH:
This course is structured as follows: The introduction of a problem, watching a video, individual analysis, group discussion, lecture by faculty, Q&A, and follow-up discussion. Note that thinking of the problem requires a deep understanding of the phenomenon. Due to the time constraints, we could not do fieldwork or research. So, we will use movies and documentary videos as study material. By watching the videos, it is expected that you observe the reality of society as presented and use that to deepen and clarify your awareness of the problem. (Please note that this course will be held every other week to ensure time for watching the videos.)

TEXTBOOK:
Social Systems Theory, which is the theoretical framework for this course, is known particularly by a pioneering work of Niklas Luhmann, a distinguished German sociologist, but his books are rather difficult to comprehend and might not be suited for business school readers. Furthermore, throughout this course, while using Social Systems Theory as the core foundation, we will seek to integrate the insights of Philosophy, Political Science, Cultural Anthropology, and even Biology. As such, there is no single textbook available in English which covers the entire theme and outline of the course.

Although the reading below does not perfectly cover the theme(s) and subject matter of this course, we use it as a substitute of the textbook. It is asked that you read the following chapters of the book before the course resumes, but we will not discuss them in length during class. (Although we distribute only selected chapters of the book, the book contains the detailed data that support the arguments of the author. We therefore advise you to buy the book and read through it when time permits.)

- Robert D. Putnam (2000) *Bowling Alone: The Collapse and Revival of American Community*, Simon & Schuster.;

    SECTION 1: INTRODUCTION
        CHAPTER 1: Thinking about Social Change in America

    SECTION 2: TRENDs IN CIVIC ENGAGEMENT AND SOCIAL CAPITAL
        CHAPTER 2: Political Participation
        CHAPTER 3: Civic Participation
        CHAPTER 4: Religious Participation

    SECTION 3: WHY?
        CHAPTER 10: Introduction
        CHAPTER 15: What Killed Civic Engagement? Summing Up

    SECTION 4: SO WHAT?
        CHAPTER 16: Introduction

    SECTION 5: WHAT Is TO BE DONE?
        CHAPTER 23: Lessons of History:
                    The Gilded Age and the Progressive Era
        CHAPTER 24: Toward an Agenda for Social Capitalists

Please also know that Shizenkan released the following book (in Japanese) on Feb 22, 2022.

- 宮台真司、野田智義著『経営リーダーのための社会システム論 構造的問題と僕らの未来』（光文社、2022 年）(Shinji Miyadai and Tomo Noda (2022) *"Social System Theory for Management Leaders: Structural Problems and Our Future,"* Kobunsha)

This book is basically a transcript of lectures and discussions from the course offered in the past. If you read this book in advance, we are afraid that you will not be able to achieve the purpose of this course, which is to start from a blank slate and think things through on your own. Therefore, please refrain from reading it beforehand. You may, of course, read it after all the sessions to review your learning and deepen your own understanding. We are currently preparing to publish an English version of the lecture proceedings, but please note that it will be difficult to complete it within the period of teaching.

EVALUATION:
- Submission of pre-assignments (30%)
- Class participation (20%)

- Final Report (50%)

Feedback Methods for Assignments/Exams:
Final exam scores will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:
1. Essence of Globalization-Principles and History of Systemization (Noda) [3.25 hours]
2. The Nature of Societal Change and Its Impacts on Individuals - "Hollowing Out" of the Social Structure & Changes in and of the Human Existence (Noda) [3.25 hours]
3. The Future of Society and its Governance - How Technological Innovation changes society and the individual? (Noda) [3.25 hours]
4. What is a "good" society? (Human existence), What sort of leadership is required for reconstructing society and the leadership (Leadership) (Noda) [3.25 hours]

Course Title:	**Science, Technology, Innovation and the Future of Human Existence**
Course Code:	A105CL-24EN
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Supervising Faculty:	Prof. Mikio Yamamoto
Faculties:	Adjunct Prof. Norishige Morimoto,
	Adjunct Prof. Masahiro Fukuhara, Adjunct Prof. Nalin Advani
Class Format:	On campus (in person) and online

OBJECTIVE:

The evolution of science and technology has been playing a significant role throughout the history of mankind. Especially, in the industry revolution from late 18th century to 19th century, we observed some major changes in industries and our society that were mainly driven by the evolution of science and technology. And as a result, the newly created modern society begins to demand more and more development of science and new technologies.

Such kind of a dynamism yielded physical and material prosperity and economic growth to the society, but also generated great deal of negative effects, such as environmental pollution and increasing divide of the society by the level of wealth.

We also have been observed some horrible massive destruction weapons were developed and used, which the accumulated such kind of weapon could possibly destroy the entire society of humankind.

Science, technology, and society has always been closely connected and interacted. It could shed a bright light and a dark shadow to human being at the same time. In the modern society where the speed of evolution of science and technology are exponentially accelerated, we need to carefully consider how to face and use those technologies, and their direct and in-direct impact to our society. In this course, we will learn the history of science, technology and society, and their mutual relationship and dynamism. We will also review the current and future advanced technology seeds and their potential and use those knowledges to learn how to acquire the viewpoint to foreseeing the future, and the leadership mindset in such a society.

Throughout the course, students are expected to confront the question, "What does it means by the 'right direction' of the development of science & technology?" and "What should you think and do, as a leader to make it stay on the right direction?"

In the past few years, the world has faced a massive AI (artificial intelligence) boom. Although we have seen two AI booms in the past, which faded away after some time, the current boom, which AI technology coupled with a breakthrough, namely Deep Learning, a rapid improvement in computing power, and Big Data, is said to drastically change society and business. How should we, the future leaders, deal with AI? How will AI change business and society? What is the essence of technology and concepts such as deep learning, data analytics and generative AI, which are driving this 3rd boom that is happening now? In this course, students will understand the essence of AI and the

current state of business and society being transformed by AI from the perspective of a management leader.

LEARNING OUTCOMES:
- Deepen the understanding of history and the mutual interaction of science, technology, and the human society, and also the elements that drive those interactions
- Understand the frontier of the science and technology, and their potential impact to the future of human being, and to the society
- Study the light and shadow of the science and technology, and think about how leaders should think, act to such kind of ethical challenges in the future society
- Learn how to foresee the future, by taking in account the dynamism between science, technology, and society
- Students will understand the nature of AI and acquire a sense of theories including benefits and limitations

POSITIONING:
This course is provided as part of liberal arts courses in Shizenkan. You had studied the change of the society, yield by western liberalism, in 'Modern Philosophy, Capitalism and the Future of Human Existence' course. And in this course, you will be focusing on the rapid development of science, technology and its large-scale application and adoption to the society. We will observe and think deeply about how our society were developed, and how have the society been interacted with the science and technologies in the past. Then, use it to develop the viewpoint and mindset to foreseeing the future. In parallel to this course, we have 'Marketing: Principles and Practices', followed by 'Introduction to Envisioning and Design" and "Applied Envisioning and Design: Project-based Design Workshop" courses. Throughout these courses, you will learn how to produce new ideas, products, or services, and create new market in the new society, using the perspectives and mindset to foreseeing the future, which you will learn from this course.

LEARNING APPROACH:
In this course, we will focus on the dynamic interaction between science, technology, and society, through the timeline of past, presence and future. We assign some pre-class assignment to help the student to be better prepared to participate and understand each class. The class will use various format such as lecture, discussion, case study and group discussion to help students to deepen the understanding of ways to understand the foreseeing the future trends.

TEXTBOOK:
Students are expected to read the following book before this course. However, it is assumed that Sapiens: A Brief History of Humankind has already been read in "Modern Philosophy, Capitalism, the Future of Human Existence [CAPITALISM]".

- Yuval Noah Harari (2015) *Sapiens: A Brief History of Humankind*, Harper.
- Yuval Noah Harari (2017) *Homo Deus: A Brief History of Tomorrow,* Vintage.

REFERENCE READING:
Reference books related to the theme will be introduced in the column for each session.

EVALUATION:

- Class participation and contribution   15%
- Submission of 4 Pre-Session Assignments   20%
- Group presentation   25%
- Final report   40%

Feedback Methods for Assignments/Exams:
Final report scores and feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:

1. Understand the mutual relation between science, technology, and society through the history (Morimoto) [3 hours]
2. Facing to the on-going development of science and technology (Yamamoto) [3 hours]
3. The evolution of Information Technology and its dynamic interaction with the society (Morimoto) [3 hours]
4. Understanding the essence of AI (Fukuhara) [3 hours]
5. Thinking about the Benefits and Limitations of AI from an Entrepreneur's and Manager's Perspective (Advani) [3 hours]
6. Facing the rising ethical aspects originated from the advancement of science and technology (Yamamoto) [3 hours]

至善館
Graduate School of
Leadership and Innovation,
Shizenkan University

科目名：	**東洋思想に見るリーダーシップ※**
科目コード：	A106OL-24JP
実施年度/学期：	一年次後期
単位数：	1単位（自由科目）
担当教員：	枝廣 淳子 教授、瀬口 清之 特任教授、野田 智義 教授、 北神 圭朗 特任教授
授業実施形態：	対面で行う

※ この科目のタイトルは東洋思想としているが、東洋という言葉の使い方は日本特有の慣用的なものであることを注意されたい。この科目でいう東洋とは、中国を中心に、その影響を大きく受けた国々（主に韓国と日本）を指している。その意味で、東アジアといったほうが、世界から見たときはより正確である。

※ 本科目は、日本語のみ開講する（英語クラスからも参加可能）。

科目の目的：
東アジアには、儒家の思想や道家の思想（老荘思想）といった中国で誕生し、朝鮮半島を経て日本にまで伝わった豊かな東洋思想※がある。中国においては文化大革命によってこれらの古典の継承は断絶したとされるが、昨今、伝統的思想に対する関心の再興が見られる。一方、日本では「日本儒教」が独自に開花し、過去のリーダーの思想にも影響を与えてきた。この科目では、儒家の本質を「四書」・「五経」から、道家の本質を「老子道徳経」から明らかにし、こうした思想が現実の社会でどの様に活用されたかを唐の時代の「貞観政要」に学び考える。その上で、政治経済、経営、リーダーシップのあるべき姿を考えた時に、これらの思想がどんな意義と展開の可能性を持っているのかを探求する。

学修の到達目標：
1. 東洋思想（東アジアの思想）の根底に流れる精神とは何か、西洋と何が異なるのかを深く理解する。
2. 東洋思想の今日的意義を検証すると同時に、世界と人類への貢献可能性を考える。
3. 東洋思想が伝統的に育んできた、人間像、リーダー像、行動規範を学ぶ。
4. その上で、各自がこれからの時代に求められるリーダー像を展望し、自身の現状とのギャップと成長課題を明確化する。

科目の位置付け：
本科目は、至善館におけるリベラルアーツ科目とリーダーシップについて学ぶ科目の接点として提供される。11月から12月に行った「近代哲学、資本主義、人間存在の未来」において、近代から現代における経済社会システムの発展に大きく影響を及びしてきた西洋近代哲学について学んだ。また、1月から2月に実施した「宗教から考察する社会構造と世界の多様性」において、世界の主要な宗教を議論することを通じて、

人々の人間観や世界観の多様性について検討した。この科目は、東アジアの哲学について より深く探求するという点で、「近代哲学、資本主義、人間存在の未来」において 扱った西洋哲学とは異なる知的伝統を学ぶ機会として、また、「宗教から考察する 社会構造と世界の多様性」において扱った、中国及び日本の文明についての理解をさ らに深める機会として位置付けられる。また、本科目で扱う東アジアの哲学は、指導 者(人の上にたち、組織を預かる経営者リーダーの意味)の条件、指導者の責務につい ての深い洞察を含んでいる。よって、それらに照らし、私たち自身のリーダーシップ について内省し、成長について展望する機会としても位置付けられる。

学修アプローチ：
中国古典をベースにする東洋思想には、理論的体系というものは存在しない。古典は、 たとえば儒家の場合、孔子や孔子の弟子が編纂した、聖人君子の言動録、あるいは孔 子自身の言動録であり、西洋流でいえば逸話（アネクドート）の集積から構成されて いるからである。教育においては、こうした逸話である古典を、読み手がそれぞれの 解釈を披露し、その上で、師となる先生（師範・教授）が、自身の解釈を紹介し、そ のエッセンスを伝えるアプローチ（輪読）が取られてきた。西洋流の教育、とりわけ 科学をベースとする教育に親しんでいるものにとっては、このアプローチはきわめて 非科学的で、論理的ではないと感じられるだろうが、これ自体も、東洋思想の理解に 含まれていることを予め留意されたい。

教科書：
特になし。
中国古典から抜粋を、プリントとして適宜配布する。

成績評価：
科目評価は、パス（Ｐ）・フェイル（Ｆ）で行う。

課題に対するフィードバック方法：
パス（Ｐ）・フェイル（Ｆ）で評価するため、フィードバックは行わない。

各セッションの概要：
1. 『中庸』を読む〜中国古典を概観する（担当：枝廣・北神）[3 時間]
2. 『老子』を読む〜東洋思想の本質を掘り下げる（担当：枝廣・北神）[3 時間]
3. 『大学』を読む〜東洋の人格教育の伝統を学ぶ（担当：枝廣・瀬口）[3 時間]
4. 『貞観政要』を読む〜経営とリーダーシップにおける東洋思想の実践（担当：枝 廣・野田）[3 時間]

Course Title: **Field Study**
Course Code: A108OE-24EN
Year / Semester: 1st year / 1st semester
Credit: 1 credit (optional course)
Faculty: Prof. Tomo Noda
Class Format   In person

OBJECTIVE:
The "Field Study" course offers an opportunity for students to go beyond the "walled classroom" and actively engage in the "world classroom." By bringing students to Delhi, India, the coursewill enable them to experience first-hand the dynamics of the economy at work in society (both the positive and negative aspects), and the complexities of a society that is formed of multiple cultures, religions and ethnicities.
This fieldtrip opportunity was developed in collaboration with Shizenkan's partner institution, SOIL (School of Inspired Leadership) in India. It is a part of collaborative activities by Pan-Asian Business School Network, which Shienkan work with other busines schools in Asia, and students will learn together with participants from other member schools. India has a population of more than 1.3 billion and has the world's 4th largest GNI. Students will feel the dynamism of the economy, society, culture and local life. In particular, students will gain an awareness of the rapid changes occurring in India and other emerging countries around the world. Through dialogue with the best and brightest emerging leaders, visionaries and entrepreneurs in India, students will use the trek experience to formulate their own perspectives on the world and how they can better develop as future global leaders.

LEARNING OUTCOMES:
During the course students will:
− Gain an awareness and broader perspective of the current state of the world and the rapid changes that are occurring in society. Indeed, India is a microcosm of the challenges, opportunities and complexities in the 21st century – rapid economic growth, the positive and negative effects of globalization, ethnic and religious tensions, a deeply rooted caste system, child labor and gender inequality.
− Use India as a lens through which to view one's own country. Compare/consider issues related to society, industry and government with the aim of exploring one's own role and responsibility as a next generation leader that will drive growth and change.

POSITIONING:
This course is positioned as an opportunity for students to understand the opportunities and challenges ongoing globalization confronts us with and broaden our perspective on the current state of the world and its changes. Indeed, India is a microcosm of our global world: rapid economic growth and increasing concerns for sustainability, potential tensions between religious and ethnic groups, widening disparity between the rich and

the poor, and conflict of modernization with its deeply-rooted heritage, the caste system, and gender inequality.

Each student will be able to use "India" as a lens to understand better the current state of their own country. By comparing India with their own country, the student better understands the strengths and weaknesses of their own country and its economy, society, and culture and clarifies their role and responsibility as a next-generation leader. They will drive the peace and prosperity of their society.

LEARNING APPROACH:
- Fieldtrip
- Discussion and feedback prior to, during and after the fieldtrip
- Write a group report

TEXTBOOK:
None in particular

REFERENCE MATERIALS:
There is no textbook or assigned reading for Field Study. However, if you have an interest in India's history, religion, politics, economy, society, and so forth, we recommend that you read the following books:

(ENGLISH)
- Ramachandra Guha (2008): *India After Gandhi: The History of the World's Largest Democracy (English Edition)*, Pan Macmillan

(JAPANESE)
- 山下博司・岡光信子著『新版 インドを知る辞典』（東京堂出版、2016 年）

If students have time before, during, or after the visit, we recommend that students watch the following Indian movies to deepen their understanding of various aspects of India.

The first movie, "Gandhi," teaches us how this country became independent from the British empire, and we recommend that you watch it before the virtual tour of India.

The second movie on the list is one of the most popular movies ever in India and vividly shows the reality of the young generation of India and their lives. The third movie is excellent Bollywood entertainment, and the fourth movie helps us understand the tensions between Hinduism and Islam laying deeply in Indian society.

- Richard Attenborough (Director)/John Briley (Writer) (1982): *Gandhi*, Columbia Pictures
- Rajkumar Hirani (Director)/Rajkumar Hirani & Abhijat Joshi (Writer) (2009): *3 Idiots*, Vinod Chopra Films

- Farah Khan (Director)/Farah Khan (Writer) (2007): *Om Shanti Om*, Red Chillies Entertainment
- Mani Ratnam (Director)/Mani Ratnam (Writer) (1995): *Bombay*, Aalayam Productions/Ayngaran International

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F). The evaluation will consider the following elements.
- Contribution to discussions and dialogue during the fieldtrip (50%)
- Evaluation of group report and presentation (50%)

Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:
1. Pre-fieldtrip guidance (Patrick) [2 hours]
   ➢ Explanation of fieldtrip: destinations, activities, logistics etc.
   ➢ Discuss pre-fieldtrip assignment
   ➢ Explanation of practical matters: travel visa, vaccination, and other preparation

2. India Trek
   ➢ Field observations (Patrick) [5 hours]
   ➢ Field awareness sessions: dialogue with key government representatives, discussions regarding macroeconomic environment etc. (Patrick) [5 hours]
   ➢ Visit companies and meet with local industry representatives. Lectures and discussion sessions with management. (Patrick) [5 hours]
   ➢ Visit NGOs operating in rural and deprived areas. Discussion about challenges and opportunities of social innovation. (Patrick) [5 hours]
   ➢ Joint-workshop with MBA students at SOIL (Patrick) [5 hours]

3. Follow-up study, presentations and feedback (Patrick) [2 hours]
   ➢ Prepare a group report based on experiences and reflection of the fieldtrip. Final presentation and sum up exercise through feedback

Course Title:	**Leadership Challenge: Opening our eyes to the globe and looking into the future**
Course Code:	A201CL-24EN
Year / Semester:	1st year / 1st semester
Credit:	1 credit (compulsory course)
Faculty:	Prof. Seiichi Ohtaki, Prof. Katsuhiko Yoshikawa, Associate Prof. Shunsuke Nagao, Prof. Masataka Uo, Prof. Junsuke Usami, and other faculty members
Class Format:	On campus (in person) and online

OBJECTIVE:

The objective of this course is to consciously think about and elicit the awareness of becoming a "whole-person" management leader by asking questions such as "why is leadership required now, and what does it mean to my life?"

Through interactive workshops, students will widen their perspectives, retrospect the history of humankind, observe the current situations of the world from a bird's eye view, and prospect the future. By doing so, students will examine the difficulties, dilemmas and challenges confronting humankind and explore the paths for further actions. Students will also identify their personal agenda for their progress over the next 20 months by engaging with the Competency Self-assessment and contemplate their leadership journey ahead.

We also intend to nurture bonding among classmates through this course. Students' learning experience at Shizenkan consists of three elements – learning from faculty members, learning by themselves, and learning from each other. At the starting point of the learning journey at Shizenkan, students learn about each other and discuss what kind of learning place they jointly intend to develop as well as what they promise each other as a foundation of their mutual learning.

LEARNING OUTCOMES:
● Reflect on one's own views about human history, the current time, and the world.
● Prospect the future and explore the leadership required to lead the future, review one's current state, and examine one's growth challenges.
● Discuss with classmates what kind of learning space students should aim to develop and articulate commitments to each other

POSITIONING:
While acquiring knowledge and skills is essential, face and reflecting on oneself is crucial to nurture "whole-person" management leadership. Students are expected to widen their views through engaging with input from faculty, questions by speakers, and conversations with classmates, and to observe themselves from one level upward compared to where they used to view themselves in the past - the repetition of this process is indispensable to nurture the leadership within oneself.

To support such processes, we position the courses that aim to encourage bird's-eye view learning as well as self-observation and reflection and at key points through the program, along with liberal arts courses as well as skill/knowledge-development courses that combine pedagogies of business school and design school. While such liberal-arts and skill/knowledge-based courses are the "warp" of the fabric, the courses on self-observation/reflection serve as the "weft", connecting and integrating the learning from the former courses, which otherwise may remain fragmented in one's mind.

This course, "Leadership Challenge: Opening Our Eyes to the Globe and Looking into the Future" is designed to function as one of the "weft" courses, along with "A Bird's Eye View of the World and Transcending Conflicts of Values", "Performing Arts – A Window to Rediscover the World", "Discovering Your Core by Confronting Yourself" and "Designing Your Career" in the first year. Further, these courses will be followed up by "Leadership: Confronting and Mobilizing People" and "Living Life as a Leader" in the second year.

LEARNING APPROACH:
This course will employ diverse methods including group discussions, Competency Self-assessment tool developed by Shizenkan University, Peer-feedback and quizzes.

TEXTBOOK:
None in particular

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F).

Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:
1. The 20-month Journey – Shizenkan Program Outlook (Nagao, Noda, Yoshikawa) [3.25 hours]
2. Icebreaking (Yoshikawa, Jeff) [3 hours]
3. Birds-Eye View on the Globe and Prospect of the Future (Yoshikawa, Uo, Jeff, Wong) [3 hours]
4. Sharing "My Mission" (Wong) [3.25 hours]
5. The Outlook of "Whole-Person" Leader's Challenges (Yoshikawa, Uo) [2.75 hours]
6. Facing our cultural differences (Peter) [3 hours]
7. At the Start of the Leadership Journey (Nagao, Patrick) [3 hours]

Course Title:	**A Bird's Eye View of the World and Transcending Conflicts of Values**
Course Code:	A202CE-24EJ
Year / Semester:	1st year / 1st semester
Credit:	1 credit (compulsory course)
Faculty:	Professor, Peter David Pedersen
Class Format:	On campus (in person) and online

OBJECTIVE:

The main purpose of this course is, through discussion, group work and role play, to enable students with diverse backgrounds and experiences to explore how they think about some of the major problems the world is facing today, and to discover and understand their values and ways of thinking, thus confirming their personal core - which will be the foundation of their leadership journey.

More specifically, students will explore key global issues such as the climate crisis, AI/IoT, refugees and immigration, economic growth versus environmental protection, extreme poverty, and the distribution of wealth - issues that will define the way our world develops in the next few decades. Particularly, there will be a focus on the dilemmas involved in many of these issues, and students will reflect on the different, sometimes contrasting value-sets that each one of us may hold.

Two central concepts of this course are Values Consciousness and Values Mediation, which are seen as key skills for leaders in the future.

LEARNING OUTCOMES:

-   Clarify and explore identities, ways of thinking and perspectives on the world by engaging in probing, discussions, collaborative projects and mutual feedback with other students from diverse backgrounds and experiences. Furthermore, students will be able to identify the underlying worldviews and visions of the future that inform their values.
-   Gain an awareness of the diverse values and ways of thinking that exist in the world, as well as develop the ability to embrace such diverse values and perspectives.
-   Reflect on experiences engaging in the group project that requires students to collaborate and work with others from different backgrounds; a process that at times will include misunderstandings, tensions, and conflict. Based on their experiences in the course group project, students will consider what effective leadership is in a multicultural environment.

POSITIONING:

One of the aims of this course is to have students develop a sense of ownership with regard to the challenges that the world is facing today and in the less than three decades towards 2050.

At the same time, it is expected that students will expand and deepen their perspective by realizing that there are many ways of thinking about the same issue, through a discussion with other members with diverse backgrounds and experiences. In addition, it is intended that this process of discovering one's own values and ways of thinking will also lead to self-reflection that will be addressed specifically in the course "Confronting Yourself and Clarifying Your Core", which is held in the second semester.

This course will be held jointly between Japanese and English classes. This is to provide an opportunity for students to interact with a wider range of perspectives as well as to learn how to work beyond language differences. This course will be conducted in English, *de facto* lingua franca (common language) in international interactions, including business. The faculty will provide all lectures in English. Some supplementary instructions will be provided in Japanese.

LEARNING APPROACH:
- Lecture
- Group project
- Group presentations and mutual feedback
- Self-reflection using a reflection sheet

TEXTBOOK:
None in particular

REFERENCE READING:
About universal values/universal morality concepts:

World Values Survey:
https://www.worldvaluessurvey.org/wvs.jsp

About universal values:
https://en.wikipedia.org/wiki/Universal_value

About Moral Foundations Theory:
https://moralfoundations.org/

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F).

Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

1. Guidance and introductory values survey (Pedersen) [1.5 hours]
2. Exploring different facets of key world issues (Pedersen) [3.25 hours]
3. Develop role play and explore bridging approaches (Pedersen) [3.25 hours]
4. Role play presentation and feedback/reflection (Pedersen) [4.25 hours]

Course Title:	**Performing Arts – A Window to Rediscover the World**
Course Code:	A203CE-24EJ
Year/Semester:	1st year 2nd semester
Credit:	1 credit (compulsory course)
Faculty:	Adjunct Professor Oriza Hirata,
	Associate Adjunct Professor Kunihiko Tano
Class Format:	On campus (in person)

OBJECTIVE:

In this course, we will re-examine the relationships between oneself, others, and the world through experiencing the performing arts in workshops with the guidance of one of the most famous directors/playwrights in Japan. In the lecture sessions, the basic knowledge of art and cultural policies will be discussed.

The arts, especially theatrical performing arts, reflect the spirit of the age like a mirror. Since ancient Greece, performing arts have been an important rite of passage to help cultivate dialogue and debating techniques, which are important skills for participating in democracy. During the workshop, students will seek to develop key leadership skills, such as consensus building and the art of communication which is not simply presentation techniques.

In the lecture session(s), students will explore the role of art and culture in society, arts management, the context of theories of culture, and domestic/international cultural policies.

Throughout the course, students are expected to confront the questions, "As a whole-person leader, how do you face and hold dialogues with others who have different values?" and, "How do you express the sense of empathy in a global context?"

This is a joint course for both English and Japanese programs, and the instructions will be given mainly in Japanese and concurrently translated into English.

LEARNING OUTCOMES:

During the course, students will:

1. Gain a critical understanding of the role of art and culture in society and develop key leadership qualities often overlooked, such as sensitivity towards others, and an empathetic awareness of those that are vulnerable or less fortunate.
2. Learn the art of communication and dialogue. Through theatrical performance exercises, students will learn the art of storytelling, setting the scene through contextualizing and communicating with the audience.
3. Develop key leadership skills such as consensus building, co-creation, and where applicable, the flexibility to adjust one's position within a group to take up a more subservient role.

4. Learn the necessity of theory and sensibility to creativity and the importance of balancing these two qualities in the process of creation.

POSITIONING:
This course is intended to help students recognize their personal sense of values, mindset and communication style through a performing arts workshop, not only from the point of view of oneself, but also from relationships with others and society. This reflective process is utilized in other courses like "A Bird's Eye View of the World and Transcending Conflicts of Values" in the first term of the 1st semester and "Confronting Yourself and Clarifying Your Core" which starts in the 2nd semester to deepen and internalize what one finds out. Further, it aims to develop co-creative experiences beyond class boundaries, reciprocal feedback, and mutual support to nurture leadership abilities, which will help prepare for the project-based learning in the "Applied Envisioning and Design" course in the second half of the 2nd semester, which fosters the ability for consensus building.

LEARNING APPROACH:
− Workshop
− Classroom lectures
− Group exercise

TEXTBOOK：
None in particular

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F).

Feedback Methods for Assignments/Exams:
Final Performance presentation will receive feedback on the day of the presentations.

SESSION OVERVIEW:
1. Guidance (Hirata, Tano) [3hours]
2. Disperse Consciousness & Social Inclusion through Culture (Hirata, Tano) [3hours]
3. Reconciling Contexts & Tourism and Culture Policies (Hirata, Tano) [3hours]
4. Play rehearsal (Hirata, Tano) [3hours]
5. The Last Rehearsal (Hirata, Tano) [3hours]
6. Final Performance Presentation (Hirata, Tano) [3hours]

Course Title:	**Discovering Your Core by Confronting Yourself**
Course Code:	A204CL-24EN
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Faculty:	Adjunct assistant professor. Motoki Asai
Class Format:	On campus (in person) and online

OBJECTIVE:

This course aims at developing the "core" that is essential to becoming a "whole-person" leader. The core is one's foundation to live a life that is true to oneself and is also one's criterion when taking an action or making a judgment. There are many things that can be seen as one's core, but in this course, we will focus on "What am I" which is "Being of one's self", and we will explore our cores from three different angles: "Gifts", "Values" and "Life Purpose". In other words, this course is about "Learning about Yourselves." People know about one's selves the most but also, people tend to have assumptions that create blind spots. People also grow and develop everyday and it is important to be aware of that for people to maximize their potential. To that end, students will reflect on how they are living their own lives on multiple layers, according to their own life timeline from the beginning to the present and onward, and also in relation to others and society at large, through a variety of participatory and experiential exercises based on the coaching method. Students will be asked to confront themselves deeply through multiple introspection and dialogue with questions like "Who am I really?", "What is important to me?", "What am I here for?" and "What do I want to do in the future?" In addition, we will be intentional about capturing awareness and actions between classes since the core is clarified through day to day activities.

LEARNING OUTCOMES:

During this course students will:

Draw on the knowledge and critical awareness of society and their position within society as a business person, global citizen and human that they gained throughout the first year to clarify their "core" which includes their mission and values, Simultaneously, students will clarify their visions as future leaders with a holistic approach. Students will identify their individual challenges as well as develop the mindset and skills to tackle these challenges head on and achieve their future goals.

POSITIONING:

This course is one of self-reflection courses that play the role of "weft" penetrating the Shizenkan program. Through the 1st-year courses such as "Leadership Challenge: Opening our eyes to the globe and looking into the future," "A Bird's Eye View of the World and Transcending Conflicts of Values," and "Performing Arts – A Window to Rediscover the World," students have reflected on themselves and their relationships with others and the society. Further, they have also examined challenges that human society faces. This course provides students an opportunity to deepen their self-reflection, building on learnings from these courses. In the following "Career Design"

course – the final course of the 1st year program – students will explore the next steps in their career, considering the outcomes from this course.

COURSE APPROACH:
−   Interactive Lectures
−   Individual tasks, Pair work, group work and feedback from classmates

TEXTBOOK:
None in particular

REFERENCE READING:
-   Bill George, Jossey-Bass (2017) "*Discover Your True North - Becoming an Authentic Leader*", Jossey-Bass

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F).

Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:
1. Introduction to Internal Journey (Asai) [6 hours]
    ➢   Introduction
    ➢   Exploring Gifts
    ➢   Exploring Values
    ➢   Put into Action

2. Gifts and Values (Asai) [6 hours]
    ➢   Introduction
    ➢   Clarifying Values
    ➢   Clarifying Gifts
    ➢   Put into Action

3. Life Purpose (Asai) [6 hours]
    ➢   Reflections and introducing Life Purpose
    ➢   Exploring your Life Purpose
    ➢   Creating a hypothesis of your Life Purpose

4. Actions toward the future (Asai) [6.75 hours]
    ➢   Reflecting You Action and Reviewing 3 Cores
    ➢   Exploring your Vision
    ➢   Clarify Vision and Action toward the future
    ➢   Living out your Core

Course Title:	**Self Leadership - Aspiration and Pragmatism**
Course Code:	A205CL-24EN
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Faculty:	Prof. Tomo Noda, Adjunct Prof. Sapna Masih Advani
Class Format:	On campus (in person) and online

OBJECTIVE:

At a time when the world is increasingly confused and divided, and the future is uncertain, leadership is needed that is not content with the status quo, but that creates a new future. So what exactly is leadership? Leadership is often misunderstood in the public eye and it is difficult to talk about leadership, especially in an organizational context. One of the aims of this course is to better understand the phenomenon of leadership, and to draw it back to ourselves and look at the challenges we face as leaders.

We also aim to provide frameworks and viewpoints that students can utilize to take onwership of their career and make proactive steps toward their future as a leader. to offer an opportunity to reflect on their current career and explore their next steps. Everyone needs to explore and shape his/her career through interactions with other people, organizations, and society, without any manual or clear guidance. Hence, we do not aim to help participants make a clear decision about their career within this course. Instead, we aim to provide students with foundational knowledge that helps them effectively think, make decisions, and take actions about their career in their forthcoming professional life.

LEARNING OUTCOMES:

The goal of this course is as follows:

1. Explore the essence of leadership in contrast to management
2. Think about leadership in relation to oneself
3. Understand key concepts of career development in order to make well-informed decisions on one's career.
4. Reflect on key aspects of career development such as time, priority, competitive strategy, and uncertainty.
5. Reflect on one's career trajectory until now, examine one's current standing, explore what kind of expectations one wants to receive from surrounding stakeholders and identify key challenges to progress.

POSITIONING:

This course is an opportunity for students to examine their current standing as well as their next challenges as professionals and as members of society, drawing on their self-awareness that they developed through prior courses. By exploring the essence of leadership and questioning what it means to them, i.e., in their professional career as well as in their entire life, they will be encouraged to stretch their perspective, see the

unseen future as a leader and identify a set of actions necessary for realizing that future. After this course concludes the first year, students start the Individual Project, a centerpiece of the 2nd year program. In the Individual Project, students tackle further growth as a whole-person management leader by developing their own proposal from the perspective of a top management, entrepreneur, or policymaker. Hence, the career design course is a bridge between students' learning in the 1st year and the 2nd year of the Shizenkan program.

LEARNING APPROACH:
We have designed a unique learning experience for students to gain a firsthand view of the challenges of leadership through videos and simulation exercises. Students will reflect on how they would behave if placed in complex situations as a leader, and through this process, students will consider the nature of leadership and the qualities demanded of leaders. Finally, students will identify their personal challenges related to leadership growth and create a future development plan.

This course uses self-reflection and discussion among students to stimulate students' thoughts about their career. To stimulate self-reflection, we will ask students to prepare their resume, read cases, and get comments from people who know them well (see the pre-assignment section for more details).

TEXTBOOK:
● Paulo Coelho (2002) *The Alchemist*, Harper Collins Publ. UK

REFERENCE BOOK:
● Joseph Jaworski (1992) *Synchronicity: The Inner Path of Leadership*, Berrett-Koehler Publishers
● Joseph Campbell, Bill Moyers (1991) *The Power of Myth*, Anchor.

As noted below, we ask you to read some part of the following book as pre-assignment. This book has many important implications to our career as a whole-person management leader. Hence, we recommend this book as a reference book for this course.
● Heike Bruch & Sumantra Ghoshal, 2004. *A Bias for Action: How Effective Managers Harness Their Willpower, Achieve Results, and Stop Wasting Time.* Harvard Business Review Press.

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F).

Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

至善館 Graduate School of
Leadership and Innovation,
Shizenkan University

1. What Does Leadership Mean to You? (Noda) [8 hours]
2. Introduction (Sapna) [1.25 hours]
3. Examine the timeline in one's career (Sapna) [2.3 hours]
4. Career resources: source of competitiveness in your career strategy (Sapna) [1.3 hours]
5. Uncertainty in career development (Sapna) [1 hour]
6. Own your career through proactive actions (Sapna) [4 hour]

Course Title:	**Financial Analysis and Levers for Managerial Control**
Course Code:	A301CL-24EN
Year / Semester:	1st year / 1st semester
Credit:	2 credits (compulsory course)
Faculty:	Adjunct Prof. Paul A. Thurston,
	Adjunct Associate Prof. David Lau et al.
Class Format:	On campus (in person) and online

OBJECTIVE:

This course aims to help students gain the ability to read and analyze numbers required for all professional managers, and also develop the perspective and viewpoint as professional managers and entrepreneurs.

Not only for for-profit companies, but also for NPO/NGOs and public sector organizations, "numbers" are the standard language vital for understanding and analyzing administrative, managerial and organizational activities. Numeracy is a core competency for all leaders, not just for experts in the finance and accounting field.

In this course, students will obtain a wide range of skills from the basics of financial accounting to practical skills of managerial accounting. We put particular focus on the ability to "interpret" real numbers, which is necessary for all leaders including professional managers and in other sectors. For this purpose, we use case studies dealing with situations where business and management face various challenges.

However, we should be aware that "numbers" in the financial reports are not necessarily an objective fact. They contain some "judgement" such as management point of view toward the future. We need to understand that "numbers", which may be observed objectively, in fact, can largely reflect arbitrary judgement of those who handle such numbers. This is particularly true due to the general shift in the accounting field from a "rule-based" approach, whereby companies apply a set of detailed evaluation standards (as was the case in Japan in the past), to a "principle-based" approach where a company is required to establish its own accounting standards and explain the validity of the chosen approach.

In this course, we will examine recent accounting scandals of companies worldwide, and discuss "how do we define "correctness" in the accounting?", together with the issue of leaders' ethics and attitudes.

LEARNING OUTCOMES:

- Acquire the ability of interpreting financial numbers in business, which is required of any management leader through understanding the structure of bookkeeping and the process of creating financial statements as well as learning the methods to assess and evaluate a company's profitability, efficiency, liquidity, and growth.
- Comprehend the method of decision-making, performance management and managerial control utilizing financial figures and develop abilities to apply these methods in practice as a management leader.

- Understand the meaning of creating corporate and social value and examine specific ways to materialize those values as a leader.
- Grasp the impact of decisions and attitudes of management leaders on financial numbers and identify the qualities and attitudes required of effective leaders from one's own perspective.

POSITIONING:
This course is offered at the beginning of the Shizenkan program, in parallel with "What is a company for? - Exploring relationships among business enterprise, market and society." Over the last several decades, the accounting segment has become more correlated with the financing segment than ever before, and therefore this course is strongly related to the "Market principles and corporate finance theory" course that is offered at the first half of the first semester.
Studying two courses sequentially will allow students to understand the essence of management through "numbers" and the "flow of money".

LEARNING APPROACH:
This course will be conducted with the use of diverse methods including lectures, case studies, workshops, and quizzes. We will invite several professionals and management executives as a guest lecturer in several sessions.

TEXTBOOK:
This course is not intended for a step-by-step teaching of accounting skills from scratch, because it is designed for business people in their 30s with sufficient work experience. Therefore, there are no basic textbooks designated. Instead, a set of materials customized for the sessions will be distributed to students at each class.

For those who have limited work experience and accounting knowledge must read the following material twice.
− Robert N. Anthony (11th edition) *Essentials of Accounting*, Pearson.

REFERENCE MATERIAL:
We recommend the book below as a course reference reading (it is recommended as reference reading for the "Market principles and corporate finance theory" course).
− Robert C. Higgins (2015) *Analysis for Financial Management 3rd edition*, McGraw-Hill Education

EVALUATION:
- Exam (50%)
- Individual report (15%)
- Output of Group work (20%)
- Class participation and contribution (15%)

Feedback Methods for Assignments/Exams:
Exam scores will be released once confirmed grades are announced. Output of Group work will receive feedback on the day of the presentations.

SESSION OVERVIEW:
1. How Business Activities Affect Financial Statement (Paul) [3 hours]
2. Bookkeeping & Financial Statements (Part.1) (Paul) [3 hours]
3. Bookkeeping & Financial Statements (Part.2) (Paul) [3 hours]
4. Decision Making Based on Figures (Yamane, Paul) [3 hours]
5. Financial Ratio Analysis for Corporations (Paul, Lau) [3 hours]
6. Accounting and Management (Paul) [3 hours]
7. Accounting and Ethics (Paul, Lau) [3 hours]
8. Using Financial Numbers to Understand Business Challenges and Acting as a Top Manager (Paul) [3.75 hours]

Course Title: **Market Principles and Corporate Finance Theory**
Course Code: A302CL-24EN
Year / Semester: 1st year / 1st semester
Credit: 2 credits (compulsory course)
Faculty: Adjunct Prof. Katsuhiro Sato
Class Format: On campus (in person) and online

OBJECTIVE:

In this course, we will understand how finance works and build skills for management professionals to leverage finance in management practice. We will also develop management and entrepreneurial ways of thinking.

In the modern world, it is important not only for private corporations but also for NGOs, NPOs, and governments to make value creation via corporate management and business operations. Finance is an important expertise for management leaders in those institutions besides accounting and finance specialists, so that they can effectively analyze and understand macroeconomics, capital markets, industry sectors, companies, and take optimal actions for value creation.

We will address theories of finance and their applications in the areas of capital markets, investments, capital structures, and valuations. Principles of finance are "time", "risk" and "expectations", and we will understand how these principles work in practice in each of these areas. In order for students to develop their own skills to leverage these theories and applications for value creation management in practice, we will examine various cases on corporate management and business operations from finance angles .

In addition to the traditional areas of finance, corporate governance has become an important managerial area whose core pillars are internal control and stakeholder engagement for accountability on corporate management and value creation. We will discuss "what management should be" from the lenses of finance through discussions on proposal cases by activists.

Throughout the course, students will be asked to consider the questions, "As a management leader, how do you analyze and discuss the value of your business activities? and "Is it sufficient to analyze and discuss value from the point of view of financial investors, who always behave in an economically rational manner?"

LEARNING OUTCOMES:
During the course students will:
1. Learn the essence of financial markets and understand its role, history, and function.
2. Build on their understanding of financial markets and study corporate finance theory and methods. Cash Flow Discounting, Present Value (PV)/Net Present Value (NPV), Capital Assets Pricing Model (CAPM), Weighed Average Capital Cost (WACC),

free cash flow, enterprise value (EV), Modigliani-Miller Theorem (MM Theory), optimal capital structure, etc.
3. Consider the qualities, attitudes, and ethical standards expected of a business leader when approaching markets.

POSITIONING:
This course is allocated at the beginning of the overall program in Shizenkan University, and will be running in parallel with two other courses: "What is a Company For?: Exploring Relationships among Business Enterprise, Market and Society" and "Financial Analysis and Levers for Managerial Control." In the past decades, the interconnections between accounting and finance have been rapidly increasing, and thus this course and the other course, "Financial Analysis and Levers for Managerial Control", have a strong relationship. Students can understand the essentials of management from the dual viewpoints of accounting ("numbers") and finance ("cash flow") by these two courses.

LEARNING APPROACH:
This course consists of lectures, case studies, exercises, quizzes, etc. In addition, we will ask participants to bring newspaper articles related to finance that participants have interest, and make in-class discussions to see how finance works in real business world.

TEXTBOOK:
No textbook is required. Instructure distributes class handouts.

REFERENCE MATERIAL:
Relevant chapters are assigned as self-study/review reading for each session.
－ Richard Brealey, Stewart Myers, and Franklin Allen (2022) *Principles of Corporate Finance*, 14th Edition, McGraw-Hill/Irwin

The following book is recommended for those students with less business experience and/or lack a basic understanding of finance. Analysis for Financial Management by Higgins is also a reference book in the course of "Financial Analysis and Levers for Managerial Control".
－ Robert C. Higgins (2011) *Analysis for Financial Management*, 14th Edition, McGraw-Hill Education.

Students are encouraged to form their own study groups to help each other to prepare in advance.

EVALUATION:
· Examination (50%)
· Assignment (30%)
· Class participation and contribution (20%)

Feedback Methods for Assignments/Exams:
Examination scores will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. Principles of Finance and Cashflow (Sato) [3.5 hours]
2. Overview of Capital Markets and Principles of Markets (Sato) [3.5 hours]
3. Investment Opportunity Evaluation and Investment Decision Making (Sato) [3.25 hours]
4. Valuation and Value Creation Management (Sato) [3.5 hours]
5. Valuation and Value Creation Management (continued）(Sato) [3.25 hours]
6. Case discussion (Sato) [3.25 hours]
7. Wrap Up (Sato) [3.25 hours]

Course Title:	**Systems Thinking and the Sustainability Challenge**
Course Code:	A303CL-24EN
Year / Semester:	1st year / 1st semester
Credit:	2 credits (compulsory course)
Faculty:	Prof. Junko Edahiro
	Adjunct Prof. Riichiro Oda
Class Format:	On campus (in person) and online

OBJECTIVE:

The world is made up of various elements and the relationships among those elements. Systems thinking is to understand the complexity of the world, to identify intervention points, and to create change and transformation.

This is an indispensable approach to tackle sustainability issues such as climate change as a leader in the future of the world. As a management leader, it is regarded as a highly effective approach for organizational development, organizational change, as well as for promoting emergent activities by various individuals and organizational entities.

In this subject, students learn the basics of systems thinking while using board game and computer software. By understanding the relationship between the structure behind events and the result induced by the structure, students will acquire the required leader skills to realize the desirable future while confronting its complexity.

Throughout the course, students are expected to confront the question, "What does it mean to understand an event or an organization as a system, and why is it so difficult?"

LEARNING OUTCOMES:

In this course, students will acquire the basics of systems thinking as well as the ability to challenge sustainability issues of the Earth and societies by involving stakeholders. Such capabilities can also be positioned as one of the foundations for "design thinking" which considers as a starting point desirable businesses and communities based on the potential needs/wants of people and society.

This course aims to cultivate the ability of "discontinuous thinking" that sketches out the future creatively beyond the current reality, not on the extended line from the past. While working on real social issues in each group, students will enhance abilities that can be effectively used in practice rather than just knowledge.

POSITIONING:

The modern business environment is unstable, uncertain, complex and unclear, as expressed by the acronym VUCA (Volatility, Uncertainty, Complexity, Ambiguity). Advances in technologies such as AI and IOT have an impact on the raison d'état and significance of companies, regardless of industry or sector. The manifestation of the deteriorating global environment is confronting companies, organizations, regions and

nations with the additional demands of a new era in the form of SDGs and ESG investments.

The "complexity" in VUCA does not merely mean a situation with many types and kinds of factors, but a situation where many types and kinds of factors influence each other, producing unpredictable/unprojectable behaviors. This kind of complexity leads to volatility, uncertainty and ambiguity.

In the coming era, various things will be increasingly connected globally, amplifying complexity in societies. The key to navigate such an era is the ability to respond to and confront this "complexity of connectedness."

On the other hand, our own way of thinking, management of business and other organizations, and the way how we structure society have not changed so much from the "old times" – an era that have created various challenges for companies and environmental and social problems for societies. As Einstein said, "We cannot solve our problems with the same thinking we used when we created them," so it will be difficult to solve the substantial social issues we are currently facing by the conventional ways of understanding and thinking.

Systems thinking offers tools and frameworks for analyzing complex system and considering effective interventions by visualizing behavioral patterns and their structures. It is only possible to turn technological innovations, such as AI, robotics, IoT, blockchains, and life science, into blessing instead of a nightmare by deeply considering causal chains and potential unintentional consequences that such technological innovations may produce and take preemptive actions.

In this course, students will acquire the basics of systems thinking as well as the ability to challenge sustainability issues of the Earth and societies by involving stakeholders. Such capabilities can also be positioned as one of the foundations for "design thinking" which considers as a starting point desirable businesses and communities based on the potential needs/wants of people and society.

This course aims to cultivate the ability of "discontinuous thinking" that sketches out the future creatively beyond the current reality, not on the extended line from the past. While working on real social issues in each group, students will enhance abilities that can be effectively used in practice rather than just knowledge.

This course will be held simultaneously with: "Modern Philosophy, Capitalism, and the Future of Human Existence" (CAPITALISM), which aims to examine the macro-environment surrounding us and how we should prepare to deal with it, as future leaders. Further, we will analyze a number of serious challenges that the current economic and social systems currently present for society. One of several issues we will

address in CAPITALISM is the current concern regarding sustainability, which we will be a focus of this course.

In addition; "Science, Technology, Innovation and the Future of Human Existence" (SCI-TECH), which is offered to students upon completion of the CAPITALISM course, will explore the future of rapidly developing science and technology. In this course, we will prepare and develop our thinking processes, in order to tackle the question: "What kind of positive and negative effects will such developments have on humanity?"

LEARNING APPROACH:
- Interactive lectures
- Simulation games
- Workshops using software
- Discussions
- Individual tasks
- Group work

TEXTBOOK:
− Donella H. Meadows, *Thinking in Systems: A Primer*, Chelsea Green Publishing, 2008

REFERENCE MATERIAL:
− Peter M. Senge, *The Fifth Discipline: The art and practice of the learning organization*, Random House Business Books, 2006
− David Peter Stroh, *Systems Thinking for Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results,* Chelsea Green Pub Co, 2015

EVALUATION:
− Class participation (including submission of reflection reports) (30%)
− Group presentation (30%)
− Final examination (40%)

Feedback Methods for Assignments/Exams:
Final examination scores will be released once confirmed grades are announced. Post-assignments will be reviewed, and feedback given in class. Group presentations will receive feedback on the day of the presentations.

SESSION OVERVIEW:
1. Introduction and Learning the Basics of Systems Thinking – Iceberg model, BOT and CLD and explanation about group work (Edahiro, Oda) [3 hours]
2. Management Simulation Game 1 (Oda, Edahiro) [4.5 hours]
3. Analyzing Business and Sustainability Issues in the World using the Framework of Systems Thinking (Edahiro, Oda) [3.5 hours]

4. Management Simulation Game 2 – Organizational Strategy in the Reputation Era (Oda, Edahiro) [4 hours]
5. Learning "System Architypes", "Mental Model" and "Leverage Points" as the Keys to System Change (Edahiro, Oda) [3.5 hours]
6. Toward a System Leader (Edahiro, Oda) [3 hours]
7. Final Presentation and Discussion (Edahiro, Oda) [4 hours]

Course Title:	**Marketing: Principles and Practices**
Course Code:	A304CL-24EN
Year / Semester:	1st year / 2nd semester
Credit:	2 credits (compulsory course)
Faculty:	Adjunct Professor Abe, Massimiliano Nobuhito
Class Format:	On campus (in person) and online

OBJECTIVE:

Peter Drucker, a key figure in management academia, observed that the purpose of enterprise is to create and keep customers and that the basic functions of a company is marketing and innovation. In this context, it is critical for company leadership to master the marketing discipline. While adopting a marketing mindset for oneself, successful leaders must have the capability to design and develop a strong marketing function.

This course will start with basic marketing frameworks such as R-STP-MM-I-C developed by Phillip Kotler in the United States. Once a basic understanding is established, it will move on to cover the latest trends (e.g. digitization, social) in the substance of the discipline to discuss issues and challenges around the change in the marketing paradigm and the role of company leadership. Each participant will gradually build a marketing case study during the course individually, combined with group presentations.

Throughout the course, students are expected to confront the question, "What does a customer represent to a business organization? How does one create and retain it?".

LEARNING OUTCOMES:

Understanding the big picture about marketing in the broadest sense and developing a critical viewpoint on the issues and challenges surrounding the marketing discipline as well as the strategic implications to company leadership are the aims of this course. This will be discussed through deepening the understanding of themes such as the relationship between marketing and innovation, the marketing process and the skills needed in the marketing mix.

POSITIONING:

Twentieth-century marketing theory has evolved as the darling of the era of mass production and mass consumption. Consumer needs were relatively homogeneous and apparent, and the main focus was on identifying specific customer segments and then developing markets for products and services by marketing them through an effective marketing mix. Kotler's early framework, which serves as the starting point for this course, is a prime example.

If we take this as a narrow definition of marketing, the scope of modern marketing is much broader. In the current era of VUCA, it is harder to see the future as the

market situation changes rapidly. Also, the customer wants are becoming less obvious and are becoming more diverse. Therefore, in today's world, when anticipating the future, it is necessary to create new products, services, and markets through a process of trial and error, sometimes based on the latent needs and wants of consumers as well as society, and sometimes thinking creatively based on one's own inspiration and commitment. This is marketing in the broadest sense, and this is the problematic nature of the latter part of the course.

Nowadays, the realm of marketing in a broad sense includes future insights (predicting changes in the market environment and back casting ideas from the future), art thinking (thinking creatively based on one's own inspiration and persistence), and even design thinking in a narrower sense (understanding the latent needs and wants of consumers and society, and creating new products and services by confronting them and spinning them in an agile, trial-and-error process), each of which advocates a related but distinct approach. [Note: These disciplines are interpreted differently from different standpoints, and design thinking in the broadest sense is defined to include future insights and some art thinking as well].

At Shizenkan, a fusion of business and design schools, this course (MARKETING) provides an overview of the trend from marketing in a narrow sense to marketing in a broader sense. In addition to MARKETING course, students will also take "Science, Technology, Innovation and the Future of Human Existence (SCI-TECH)," which examines the interaction between science, technology, and society, and studies methodologies to gain insight into the future. After completing these courses, we will offer two courses: "ENVISION" to develop art thinking, and "DESIGN" to develop design thinking.

As Drucker argued, marketing and innovation were once one and the same. In this course, we will consider the marketing demands of the new era, while returning to the broad ideas he espoused.

Envision Series
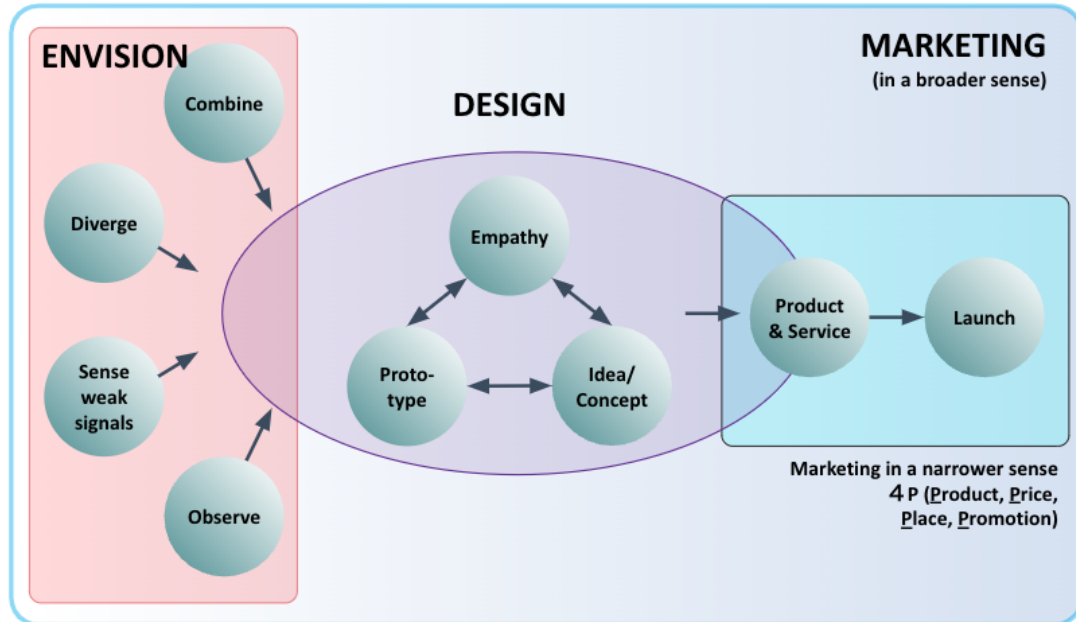
LEARNING APPROACH:
This course will combine lectures on basic concepts, frameworks and case examples with interactive group discussions.

PRE-COURSE READING:
This course is designed to look at marketing from a corporate leader perspective, to learn and discuss about its current role in the enterprise as well as how it will evolve in the future. In this context, it is important for students to have some prior background on basic marketing concepts such as the ones outlined below, although it will be covered in class lectures.
  − PEST Analyses
  − SWOT Analyses
  − Segmentation, targeting and positioning
  − Marketing mix

In this context, **please read the following book before the course starts as it provides a summarized overall view on Kotler's work regarding marketing.** The course is designed with the assumption that you have a minimum understanding of marketing practice.
  − Philip Kotler (2014) *Kotler on Marketing: How to Create, Win, and Dominate Markets*, Free Press

SUB-TEXTBOOK (optional):

For those interested to have a more comprehensive read, the following book entitled "Marketing management" is the standard textbook in the teaching of marketing worldwide.

- Philip Kotler, Kevin Lane Keller (2015) *Marketing management, 15th Edition*, Pearson.

FURTHER READING (optional):

Below is some further reference reading on various marketing related topics from a traditional as well as contemporary view.

- William Cohen (2012) *Drucker on Marketing: Lessons from the World's Most Influential Business Thinker*, McGraw-Hill.
- Dan Ariely (2010) *Predictably Irrational: The Hidden Forces That Shape Our Decisions*, Harper Perennial.
- Paco Underhill (2008) *Why We Buy: The Science of Shopping*, Simon & Schuster.
- Clayton M. Christensen (2016) *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*, Harvard Business Review Press.
- W. Chan Kim, Renée A. Mauborgne (2015) *Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant*, Harvard Business Review Press.
- Eric Ries (2017) *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*, Currency.
- Alexander Osterwalder, Yves Pigneur (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers,* Wiley.
- Geoffrey G. Parker, Van Alstyne, Marshall W., Sangeet Paul Choudary (2017) *Platform Revolution: How Networked Markets Are Transforming the Economy and How to Make Them Work for You*, W W Norton & Co Inc.
- Philip Kotler, Hermawan Kartajaya, Iwan Setiawan (2010) *Marketing 3.0: From Products to Customers to the Human Spirit*, Wiley
- Philip Kotler, Hermawan Kartajaya, Iwan Setiawan (2016) *Marketing 4.0: Moving from Traditional to Digital,* Wiley
- David Aaker (2014) *Aaker on Branding: 20 Principles That Drive Success*, Morgan James Publishing

EVALUATION:

- Class participation – both quality and quantity (20%)
- Pre-submission of Individual marketing analysis on the assigned case company (10%)
- In class group presentations (35%)
- Post-course individual report (Analysis of your own or selected company/organization) (35%)

Feedback Methods for Assignments/Exams:

Post-course individual report feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. What is Marketing? (Abe) [3.25 hours]
2. Traditional marketing frameworks (Abe) [3.25 hours]
3. Marketing mix deep dive Part 1 (Abe) [3.25 hours]
4. Marketing mix deep dive Part 2 (Abe) [3.25 hours]
5. Brand management (Abe) [3.25 hours]
6. Marketing paradigm change (Abe) [3.25 hours]
7. Marketing strategy – CEO presentation (Abe) [3.25 hours]

| Course Title:	**Creative Methods for Envisioning**
Course Code:	A305CL-24EN
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Faculty:	Adjunct Associate Professor Seiji Inuzuka
Class Format:	On campus (in person) and online

About Envision Series:

The Envision Series is made up of three courses: [Marketing: Principles and Practices], [Creative Methods for Envisioning], and [Design Thinking and Project-Based Learning] that follows on from the [Science, Technology, Innovation and the Future of Human Existence] held at the beginning of the 2nd semester in the 1st year.

The three courses provide a series of methods for envisioning the future and finding tangible solutions to issues we identify, as well as gaining some first-hand experience of such process.

In the "Marketing: Principles and Practices" course, you have learned how to create new customers and markets. In this course, "Creative Methods for Envisioning," you will learn creative thinking methods that are fundamental to such endeavors. Further, in the following course, "Design Thinking and Project-Based Learning," you will learn how to materialize your ideas by leveraging the creative thinking methods that you learn in this course. The aim of the Envision series is to offer students opportunities to learn and experience the methods practically in order to boldly envision the future and develop concrete solutions towards the future.
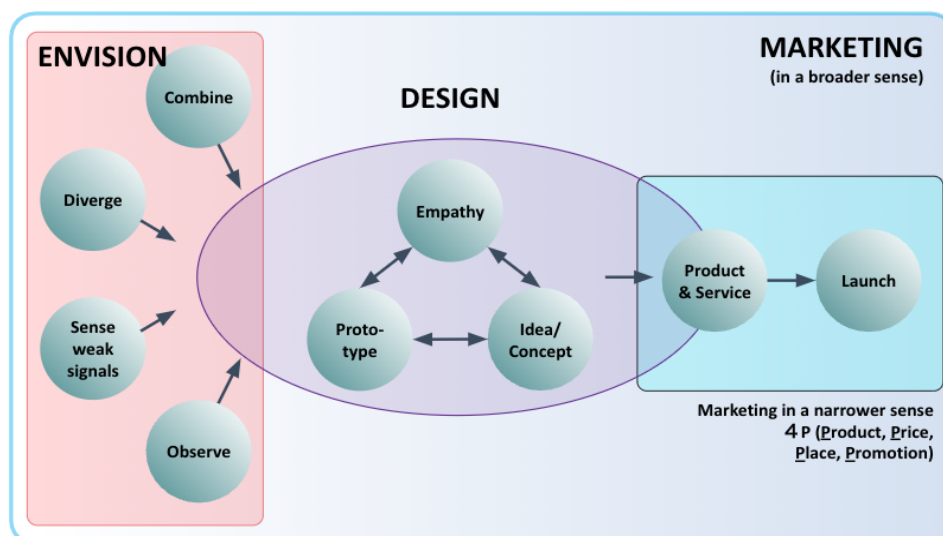
OBJECTIVE:

The objective of this course is to introduce students with some practical methods and mindset that would allow them to access and expand their creativity, and to envision their version of what the future could potentially be.

Leaders of today are constantly faced with complex challenges. Technologies advance and evolve at a rapid pace. New competition and constraints emerge; often from unexpected places. Today's aspiring leaders cannot simply settle for existing "answers" — like industry practices and existing protocols — but instead be ready to envision their own response in an uncertain situation. And creativity is a key factor.

Today's leaders must be ready to think creatively in order to sense and anticipate important emerging forces, and be ready to envision alternative ("disruptive") approaches in their industry. And leaders must approach problems in front of them from multiple perspectives and think outside-the-box, in order to address complex issues and adapt their way through uncertain conditions, and even turn such challenges into opportunities.

Furthermore, a leader of today must aspire beyond the "traditional" mantra of efficiency and optimization, and foster a culture of constant innovation in their organisation. It is up to the leader to understand and embrace the importance of creativity, thus inspiring and motivating their team to think imaginatively, and push the boundaries of what is possible.

In this course, students will be introduced to some practical approaches of thinking creatively in each session. These hands-on lessons are intended to challenge students to think beyond their preconceptions and biases, and equip them with the ability to think creatively in order to envision their own tangible solutions.

LEARNING OUTCOMES:
- Learn how to bring out your creativity and how to put it into the design of a concrete vision for the future.
- Learn how to draw out the creativity that everyone should have, and how to conceptualize a vision of humanity's future based on one's own values, and how to translate it into creative outcomes.

POSITIONING:
This *Creative Methods for Envisioning* is part of the Envision series and corresponds to the "Abilities to Envision" in Shizenkan's Whole-person Management Leadership competency model. It is closely connected to the following course, *Design Thinking and Project-Based Learning*, as both these courses are designed to equip students with the skills and mindset with which to come up with solutions, and they share the same faculty.

This current course (*Envision)* is intended as introductory sessions to help students harness their creativity to be used in a business context, and equip students with the know-hows of assembling & processing the stimuli to successfully expand their individual frame of mind. On the other hand, the latter course (*Design PBL*) is a Project-Based Learning course that asks students to design and propose tangible solutions to a real-life business issue, while successfully managing the group dynamics in a productive manner.

This course is also an opportunity to learn abilities to create new ideas based on the students' understanding of the dynamism through which the future is created through the interaction of science, technology, and society and the role of leaders in that dynamism (from the "Science, Technology, Innovation, and the Future of Human Existence" course) as well as their understanding of marketing in the broad sense of "creating customers and markets" learned in the "Marketing" course.

LEARNING APPROACH:
To achieve the above objective, this course will take a Exercise-based Learning Approach.

Students will be introduced to some key ideas and frameworks of thinking creatively, and be required to participate in a practical exercise.

Following the common practice of Design Schools and Art Schools, in each lecture, portion of the time will be assigned to:
a) *Esquisse* where students will be asked to put forward their output of the exercise, and
b) *Critique* where lecturers will discuss some of the output and point out its merits as well as the potential room for growth.

At the end of the course, once all 4 lectures have been delivered, students will be asked to submit a short coursework, where they will be asked to envision an original solution to a given theme, outlining the process in which they reached their conclusion. Their work will be assessed on their mastery of the key ideas & exercises, as well as on the originality and practicality of the ideas that they put forward.

TEXTBOOK:
Not applicable

REFERENCE BOOKS:
−   Kelley, Tom, and David Kelley (2013) *Creative Confidence: Unleashing the Creative Potential Within Us All*, William Collins

EVALUATION:

– Class Participation: 20%
– Evaluation of Esquisse Outputs: 30%
– Final Individual Report: 50%

Feedback Methods for Assignments/Exams:
Final report feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.
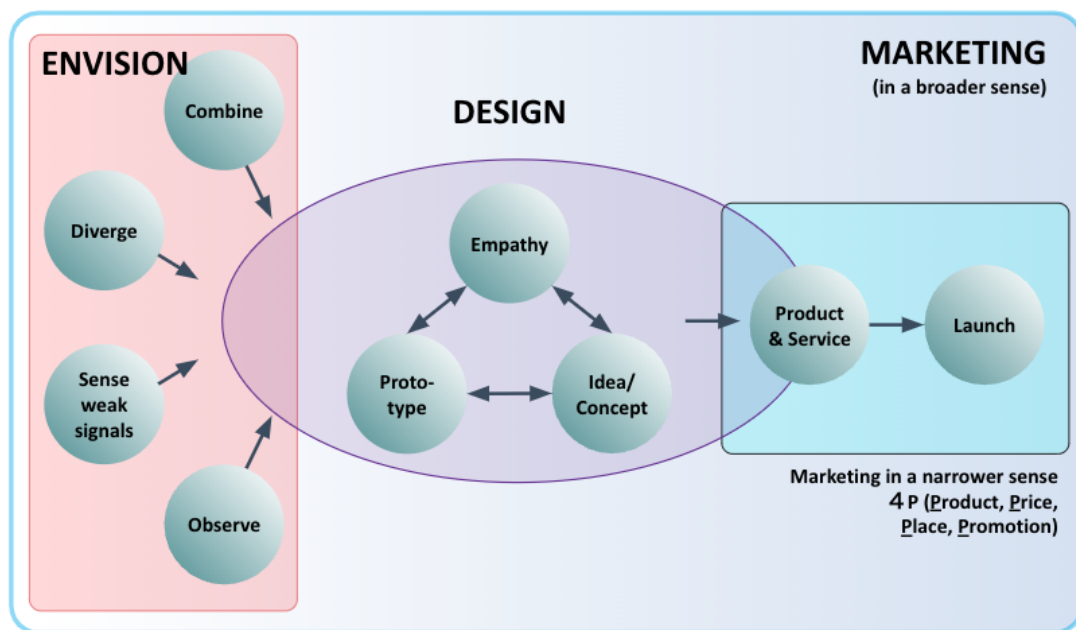
SESSION OVERVIEW:
1. Convergence & Synthesis (Inuzuka) [3 hours]
2. Brainstorming (Inuzuka) [3 hours]
3. Detecting "Signals" for Predicting the Future (Inuzuka) [3 hours]
4. Power of Fieldwork (Inuzuka) [3 hours]
5. Methods to Realize Innovation (Inuzuka) [2.25 hours]

Course Title: **Design Thinking and Project-Based Learning**
Course Code: A306CE-24EN
Year / Semester: 1st year / 2nd semester
Credit: 2 credits (compulsory course)
Faculty: Adjunct Associate Professor Seiji Inuzuka
Class Format: On campus (in person) and online

About Envision Series:
The Envision Series is made up of three courses: [Marketing: Principles and Practices], [Creative Methods for Envisioning], and [Design Thinking and Project-Based Learning] that follows on from the [Science, Technology, Innovation and the Future of Human Existence] held at the beginning of the 2nd semester in the 1st year.

The three courses provide a series of methods for envisioning the future and finding tangible solutions to issues we identify, as well as gaining some first-hand experience of such process. For more information on the relationship between these courses, please refer to the "Marketing Jungle Map" shown at the top of the course outline.

Previous course [Creative Methods for Envisioning] focused on introducing students to some practical methods and mindset that would allow them to access and expand their creativity, and to envision their version of what the future could potentially be. In the [Design Thinking and Project-Based Learning] course, students will be asked to go beyond simply envisioning to materializing their ideas in more tangible terms using Design Thinking approaches. This course is also project-based with a real "client" briefing us, and students assigned to working in groups; thus delivering on the overall objective of the Envision series, which is to offer students the opportunities to learn and experience the methods to boldly envision and develop concrete solutions towards the future, in a way that's practical and applicable to real life situations.

The process & methods of creating customers and markets, using frameworks like 4P, is what is generally referred to as "Marketing" in the narrow sense of the word. Theory of marketing continues to evolve with the change in business environment, and in the [Marketing: Principles and Practices] (Marketing in the broader sense) course, we will cover both the traditional frameworks, as well as the discussing the broader perspectives and viewpoints required of leaders looking to create customers and markets.

OBJECTIVES:
The objective of this course is to learn the methods and mindset to construct innovative services/businesses that can be brought to life in the real world; thus, building on the learning obtained in the "Creative Methods for Envisioning" course.

Students are expected to experience & learn first-hand a management and leadership model that goes beyond the "traditional 20th Century" model, one that is collaborative, rather than hierarchical; approaching given situations with creativity to come up with open-ended design, rather than simply "optimizing" and "managing" within an existing frame of mind. Thus, students gain understanding towards the skills required for envisioning and designing innovative services/businesses that can cause innovative impact in the real world.

LEARNING OUTCOMES:
Students are expected to utilize the learning obtained in the ENVISION course, and to further practice creative problem-solving by applying their skills to tackle a real-world theme, by proactively engaging in the process of creating an idea and giving it shape, and to do so in collaboration with other team members.

POSITIONING:
This *Design Thinking and Project-Based Learning* is a follow up on the *Creative Methods for Envisioning* Course. Both these courses are designed to equip students with the skills and mindset with which to come up with "solutions" (such as products and services) creatively. Whereas the previous *Art Thinking* course placed emphasis

on Self Discovery, in the *Design Thinking* course, the emphasis is placed on gaining insights into defining and answering the unmet needs / wants that exist within the current human / societal condition.

Additionally, at Shizenkan we consider that once these innovative products and services ("solutions") have been created using Art Thinking and Design Thinking, the subject of *Marketing* (in a narrow sense) becomes vitally important in order to carve out a market and gain widespread acceptance for such innovations. Also, the approaches of Future Thinking as covered earlier in the first year is considered vital in understanding the current condition and the key drivers behind them. These subjects —as outlined in our Marketing Jungle Map—are vital to creatively discovering and finding solutions to issues, and therefore considered essential education to those who aspire to be leaders in the VUCA age.

LEARNING APPROACH:

To achieve the above objective, this course has opted to take a Project-Based Learning approach. A real-world theme is set by an actual "client", and students are assigned to project teams where they will construct their own answers to the set theme through collaborative co-creation. At the end of the course, each project team will be asked to present their conclusions to a panel of judges that includes the client and other stakeholders.

This course will be taught using theories and practices of Design Thinking. This will include approaches like: obtaining "Empathy" through fieldwork and other design research approaches, extracting insights and different—sometimes even contradictory—findings through downloading ("Synthesis"), and developing ideas iteratively through a series of "Prototype(s)" defining personas and opportunities for design, or building tangible designs using tools like customer journey mapping and other prototyping tools.

Each project team will be expected to use these methods and mindsets listed above, and come up with a user experience design, and the appropriate system and structure to deliver their vision of a new, improved future.

PROJECT THEME:

The theme of this PBL is determined by the faculty and the client—Mitsui Fudosan's Nihonbashi Urban Planning and Development Department. The theme for this year has been set as follows:

"Creating an Experience Design to improve the flow of people between Tokyo Station and Nihonbashi area"

[Background : Nihonbashi Revitalization Plan]

In the Edo period, Nihonbashi was designated as a starting point for the five major roads and was not only the center of commerce where people, things, and events gathered but also a neighborhood of "mixed-use" where various functions such as finance, culture, and entertainment were combined and where innovations happened. After the Edo period, the neighborhood overcame many difficulties and developed as a financial and commercial district, but finally lost its prosperity in the late 1990s when the bubble economy burst, and the neighborhood faced a very difficult situation.

The shared sense of crisis led to the public, private sectors, and locals coming together to form the Nihonbashi Renaissance 100 Year Committee (日本橋ルネッサンス 100 年計画委員会) in 1999, which led to the beginning of the "Nihonbashi Revitalization Plan." Over the past 20 years, as neighborhood creation advanced through both tangible and intangible measures based on four keywords set in the plan, the neighborhood regained its prosperity and has reached a stage where the foundation for new value creation has been implemented.

[Recent changes in surrounding areas]
In the Yaesu area, which is located on the eastside front of Tokyo Station, several redevelopment plans are underway following the completion of the Tokyo Midtown Yaesu, and along with the concentration of various functions, the transportation environment will also be improved.

This year, we hope to see proposals for Experience Design that improve the flow of people between the revitalized Yaesu and Nihonbashi areas. We are looking for plans that can be realized within a relatively short period of time; up to three to four years. Keeping in mind the future visions / development plans of both areas. In developing your concept, we would like you to discover and utilize the uniqueness and competitive edge that Nihonbashi holds as an advantage over other neighborhoods.

Specifics on available resources and previous efforts will be shared in more detail during the input session given by Mitsui Fudosan.

TEXTBOOK:
None specified

REFERENCE BOOKS:
- Stickdorn, Marc, et al. (2018) *THIS IS SERVICE DESIGN DOING: Applying Service Design Thinking in the Real World, A Practitioners' Handbook*. O'Reilly Media.
- Stickdorn, Marc and Jakob Schneider (2012) *THIS IS SERVICE DESIGN THINKING: Basics, Tools, Cases - How to design and market services to create outstanding customer experiences*, Wiley.
- Kumar, Vijay (2012) *101 Design Methods: A Structured Approach for Driving Innovation in Your Organization*, Wiley.

- Martin, Bella, and Bruce Hanington (2012) *Universal Methods of Design: 100 Ways to Research Complex Problems, Develop Innovative Ideas, and Design Effective Solutions*, Rockport Publishers.

EVALUATION:
- Final Group Presentation (40%)
- Group Contribution [Peer Review] (20%)
- Final Individual Report (40%)

Feedback Methods for Assignments/Exams:
The scores and feedback of "Final Group Presentation" and "Group Contribution", "Final Individual Report" will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. Introduction (Inuzuka) [3 hours]
2. Design Research (Inuzuka) [3 hours]
3. User Research (Inuzuka) [3 hours]
4. Synthesis (Inuzuka) [3 hours]
5. Mid-term Check-in (Inuzuka) [3 hours]
6. Prototyping (Inuzuka) [3 hours]
7. Project Clinic (Inuzuka) [3 hours]
8. Final Presentation (Inuzuka) [3 hours]

Course Title:	**Leadership and Decision Making**
Course Code:	A307CL-24EN
Year / Semester:	1st year / 2nd semester
Credit:	1 credit (compulsory course)
Faculty:	Adjunct Professor Yasunori Iwanaga
Class Format:	On campus (in person) and online

OBJECTIVE:

This course poses two questions to the course participants who lead or will lead teams or organizations: *What is a good decision? What does it take to make such a decision?* The course will not impart a magic formula or an easy solution to getting the right answer - there is no such thing. Instead, it aims to provide the members with a testing ground to try and experience some tools and processes to improve the *quality* of decisions in a VUCA – volatile, uncertain, complex, and ambiguous - world.

Leaders are often faced with incomplete information under time pressure when they have to make important decisions. In organizations, individual members maintain their own values and represent different interests from their perspectives, which are often influenced by cognitive biases. Besides, leaders are held accountable for any consequences of their decisions. The goal of this course, therefore, is to teach current and aspiring leaders how to lead the decision-making process while leveraging diversity to meet these challenges.

POSITIONING:

This course is a part of the management skill courses in the Shizenkan MBA program. The mission of management leadership is to create value with multiple stakeholders considered. The role requires decision-making in various domains such as financial accounting, finance, marketing, strategy, and organizational behavior / human resource management.

Looking this way, what the course focuses on is a skill that is fundamental and pertinent, when the course participants put learnings from other courses into practice in the real world. The skills can be applied to decision problems to realize integrated value for multi-stakeholders as presented in "What is a Company for?" in the first semester. Besides, it is important to remember that people make decisions and implement them within an organization. Having a good understanding of the decision-making process should help the course participants deal with issues that may arise in "Business Policy: Concepts and Practices" and "Managing People and Organizations" in the second year.

LEARNING OUTCOMES:

Through this course, students will:

1. Master systematic ways to cope with uncertainty in decision-making
2. Gain insight into our cognitive and behavioral biases that affect the effectiveness of decision-making

3. Enhance the quality of decision-making through constructive conflict

LEARNING APPROACH:
The course is organized through lectures, watching video clips, in-class exercises, and case discussions.

TEXTBOOK:
−   No textbook covers the themes of this course. The lecture should cover the basics of the concepts and frameworks. The participants should review them in ex-post reading as suggested for each session.

REFERENCES:
−   Hammond et al., *Smart Choices*, Harvard Business School Press, 1999
−   Michael A. Roberto, *Why Great Leaders don't Take Yes for an Answer,* 2nd Ed., Pearsons, 2013
−   Max H. Bazerman, Don A. Moore, *Judgment in Managerial Decision Making*, Wiley, 2012 [the pages and chapters referred are of the 7th edition; find the corresponding chapters in the 8th edition]

EVALUATION:
■   Class participation   20%
■   Submission of reflection Notes   20%
■   Mid-term quiz   20%
■   Final report   40%

Feedback Methods for Assignments/Exams:
Mid-term quiz and Final report scores will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. What Is a Good Organizational Decision? (Iwanaga) [3 hours]
2. To What Extent Are Humans Rational? (Iwanaga) [3 hours]
3. How Should We Face Uncertainty? (Iwanaga) [3.75 hours]
4. Mid-Term Quiz and Decision-Making Exercise 1 (Iwanaga) [3.75 hours]
5. Decision-Making Exercise 2 and Wrap Up (Iwanaga) [4 hours]

Course Title:	**Strategic Management:**
	Theories, Frameworks and Ways of Thinking
Course Code:	A308CL-24EN
Year / Semester:	1st year / 2nd semester
Credit:	2 credits (compulsory course)
Faculty:	Adjunct Associate Prof. Chihiro Kato,
	Adjunct Associate Prof. Koichiro Taguchi
Class Format:	On campus (in person) and online

OBJECTIVE:

In this course, we will examine together the business strategy landscape and understand how an effective management leader can craft the overarching direction of a business. We will examine how business leaders should define the key questions they need to answer in order to develop a strategy aligned with their purpose and mission. The core of the course will focus on developing a business unit strategy which positions the business to define and deliver their value propositions for their customers and aligns all activities within the business to ensure effective implementation of the strategy. This builds on the definition of a strategy as determining the Objective, Scope, and Competitive Advantage of the organization.

We will, however, embed that notion of strategy in a broader landscape since a strategist must both be aware and capable of operating at any level – looking to exploit opportunities and adapt to changes wherever they occur. The limitation of the classic framing of business strategy since its heyday in the late 1980's has been an emphasis on how to capture value through assessing industry attractiveness and contemplating on competitive positioning and interaction. Focusing on the details of value capture and doing something a little better than the competition, blinded strategists to the potential of value creation, and to the need to continually adapt to new circumstances without altering the core strategy. In reality, companies can also create significant value through new business models, as seen in the rise of the leading cloud service providers.

This course builds on traditional approaches to strategy, extends them and examines the complete strategy landscape, consisting of the following elements:

Opportunity Set: We can all debate whether the pace of change is faster than at any time in history, but most would accept that we are now in a VUCA world. As an interesting thought experiment, imagine what a child born today might never know or do in the future – the odds are they will never have to learn to drive a car (autonomous driving vehicles) or type (voice recognition), or learn a foreign language (real-time digital translation), use cash (mobile money), etc. And needless to mention the unprecedented threat to our lives and livelihoods that Covid-19 brought about, developments in social responsibility, technology, demographics, politics, etc. all represent the shifting tectonic plates of the business landscape.

Value Potential: The first step in translating the opportunity set into a company strategy is to define a business model and assess its inherent value creation potential. Value to a company comes from a combination of increasing customer willingness to pay; satisfying, even if inadequately, a previously unmet need; or reducing cost with a monetization scheme that makes sense to those in the ecosystem. Thus, the business model describes the job to be done – which determines the willingness to pay and potential market size – and the asset configuration – which determines the cost to deliver the product or service, as well as the pricing mechanism – which determines how all of this is paid for. Novel business models deliver on one or another of these dimensions.

Value Capture – Industry Attractiveness: Regardless of the value created, a critical question is whether the industry structure that results from the competitive pursuit of a particular business model allows participants to earn decent returns – to capture some of the value they create. This was the contribution of Michael Porter and the "Five Forces" framework to the analysis of industry structure. Porting over from industrial organization economics the insight that all industries were not created equal, and that the determinants of long-term differences in inter-industry profitability could be identified, was his early strategic insight. We always need to be aware of the importance of examining the possibility of redesigning the industry structure, when the industry attractiveness is identified negative, to change it to be more attractive. In this sense, value potential and value capture can be iterative.

Value Capture - Competitive Positioning: Regardless of industry structure, one or more companies may be able to achieve a competitive advantage within the business and so earn superior returns. And it is here that the classic value of strategy as competitive position pays off since you can always outperform the industry average rate of returns with by executing a solid strategy. Identifying a unique value proposition for a defined customer group, and a distinctive configuration of activities within a common business model is the way to build competitive advantage.

Value Capture - Competitive Interaction: Competitive positioning is a static phenomenon. To add dynamics into the picture in order to assess the long-term sustainability of any competitive advantage, we have to understand how the interaction among competitors will play out over time. It is also very important for a company to make its competitive advantage against competitors' dynamic responses through creation of unique organizational values, skills, capabilities, etc.

Value Realization and outcome: The requirement in execution is for a careful series of initiatives that correct or amend specific parts of the elements of the strategy – scope, value proposition, and activity set. Companies rarely, if ever, throw out its entire strategy. Rather, they incrementally alter aspects of the strategy to adjust to new realities. Execution of a strategy is therefore less about holistic reformulation of the firm, and more about incremental change – what part of the value proposition,

and which activity choices should be changed? And how that change is implemented through a series of focused initiatives. The outcome of the strategy and its interaction with competitors determines its financial performance and, importantly, the accumulation of assets and capabilities that form the basis for its future moves.

Leadership: The most important element of the complete strategy landscape is management leadership driving all other elements described above. It decides the quality and effectiveness of the strategy and its financial and non-financial impacts.

In the first half of the course, we will focus on how to capture value based on classic competitive strategy approach. Following it, we will also discuss a very different strategic approach to identify new value potential and design an innovative business model. Blue Ocean Strategy aims at creating a market where no competition would exist by focusing on capturing new customers and satisfy their unmet and/or new customer needs. We will discuss a series of methodologies and frameworks to address the industry, customer needs, and how to capture the value.

Towards the end of the course our discussion will also touch on multiple strategic approaches about how a company decides its next growth path and how it can implement it.

LEARNING OUTCOMES:
During this course students will:

- Define key strategic questions that need to be answered for a given business in order to meet its goals aligned with its purpose and mission
- Gain a basic knowledge of the logic of strategic thought by examining theories, techniques, and frameworks developed mainly in the United States and Europe.
- Learn how to apply strategic thinking to identify and develop creative solutions to real world challenges.

POSITIONING:
This course is offered at the end of Shizenkan's first year curriculum, following the "Marketing: Principles and Practices" and "Creative and Innovative Methods for Envisioning" courses. It is designed to help participants acquire basic skills and ways of thinking which will be required for sketching out a business plan and verifying its feasibility. It is therefore a prerequisite to the "Business Policy" and "Creating a Business Plan" courses which will be offered in the first half of the second-year curriculum, as well as the "Research Seminar for Individual Projects" course.

LEARNING APPROACH:
The strategic management course is structured to help you develop insight into the competitive landscape and prepare you to address the issues you face as a strategist and a management leader, wherever they may arise. The course consists of eight three-

hour sessions, and in each session, case discussion will be followed by a lecture, interactive discussion, and review of the application of an analytic tool to your own business or organization. Each session also starts with a quick recap of what was discussed in the previous session and an interactive discussion on the assigned homework.

The course starts with an introductory session (**Session 1**) with a short mini-case discussion that lays out fundamental elements of an **Effective Strategy** – "Target", "Value proposition" and "Value delivery", and also discuss how changes in positioning could occur as a response to changing industry demand.

Session 1 (latter half) through Session 2-4 covers the basics of traditional strategy concepts, addressing **Key strategic questions, Industry Analysis, Competitive Advantage, and Sustaining Competitive Advantage**.
Industry Analysis is a means to understand the competitive forces that distinguish highly profitable industries from less attractive settings. Industries differ dramatically in the levels of profitability that they offer the typical company in the long-run. The framework encompasses the customers, rivals, and suppliers in an industry as well as potential entrants, providers of substitute and complementary goods, government regulators, and other important players.
Competitive Advantage explains how a company can outperform the average profitability of its industry by delivering a unique value proposition for their product or service, to a chosen set of customers, from a distinctive and aligned set of choices for every activity.
Then, the **Sustaining Competitive Advantage** session explains core-competence, organizational skills, and capabilities that develop over time so that a company can sustain its competitive advantage against dynamic competitive environment.
In Session 4, we will recap Session 1 to 3 and discuss overall competitive strategy in an interactive discussion format, reviewing how to develop a competitive strategy and how to make it effective and sustainable by leveraging a case used in the former sessions.

Sessions 5 and 6 introduce the class to Blue Ocean Strategy. This is an approach in shifting the competition. In contrast to the growth strategy to out-position competitors as discussed in Sessions 1-4, these sessions outline strategic thinking on how to identify a market where no competition exists. The sessions focus on Blue Ocean Strategy and discuss the Six Paths Framework, Strategy Canvas, and the Eliminate-Reduce-Raise-Create (ERRC) Grid as a basics of the approach. Then, in the following session, an approach to develop Blue Ocean strategy will be introduced, discussing three-tiers of non-customers and employing the customer journey approach to identify potential customer's pain points and design thinking approaches to develop solutions.

Session 7 aims to provide alternative approaches to strategy. What are other approaches and how could a strategist design a growth strategy applying different frameworks and approaches? You will learn how to approach strategy building and how

these theories evolve into concrete strategies. We will also introduce some recent strategy concepts that are also offered as elective courses in the second year program.

The last session (Session 8) is a group assignment and presentation on a real strategy development case on a subject company, leveraging the learnings through the program. The case brings each of you into the CEO's shoes and examines potential strategic options and trade-offs as a result of such choices.

CROSS-CUTTING FEATURES:
Cutting across are several features of the course that deserve attention from the beginning of the program.

- The course emphasizes the importance of choice. Great management leaders choose to have their companies stand out on some dimensions and underperform intentionally on others.
- On a related note, the course stresses the importance of a clear proposition of value you deliver to your target customers and also that of being differentiated from your competitors in doing so. If your company looks just like its rivals, it isn't going to outperform them (and chances are, neither you nor your rivals will perform very well in absolute terms).
- The course urges you to think holistically about your environment, your company, and your company's future – and indeed about your personal role as a strategist.

TEXTBOOK:

- Robert M. Grant (2018) *Contemporary Strategy Analysis*, 10th Edition, John Wiley & Sons Inc

  *This course, however, will not cover Corporate and Global Strategies which are introduced in [PART IV CORPORATE STRATEGY] of this book.

- W. Chan Kim (2005) *Blue Ocean Strategy*, Harvard Business School Press.

REFERENCE MATERIAL:

- Joan Magretta (2011) *Understanding Michael Porter*: The Essential Guide to Competition and Strategy, Harvard Business School Press.

- Jay B. Barney (2010) *Gaining and Sustaining Competitive Advantage*: 4th edition, FT Press.

- Rita Gunther McGrath (2013) *The End of Competitive Advantage*, Harvard Business School Press.
- W. Chan Kim and Renee Mauborgne (2017) *BLUE OCEAN SHIFT*, Harvard Business Review Press.

EVALUATION:

1. Class participation   30%
2. Individual Analyses   20%
3. Mid-term examination   20%
4. Final group assignment   30%

Feedback Methods for Assignments/Exams:
Mid-term examination scores will be released once confirmed grades are announced. Post-assignments will be reviewed, and feedback given in class. Group presentations will receive feedback on the day of the presentations.

SESSION OVERVIEW:
1. Introduction and First Step of Competitive Strategy (Kato, Taguchi) [3 hours]
2. Competitive Advantage (Kato, Taguchi) [3 hours]
3. Sustainable Strategy (Kato, Taguchi) [3 hours]
4. Competitive Strategy Review and Class Discussion (Kato, Taguchi) [3 hours]
5. Blue Ocean Strategy (1) (Kato, Taguchi) [3 hours]
6. Blue Ocean Strategy (2) (Kato, Taguchi) [3 hours]
7. Alternative Strategy Development (Kato, Taguchi) [3 hours]
8. Group exercise and presentation (Kato, Taguchi) [3 hours]

Course Title: **The Art of Communication as a Global Leader**
Course Code: A401CE-24EN
Year / Semester: 2nd year / 1st semester
Credit: 1 credit (compulsory course)
Faculty: Professor Patrick Newell
Class Format: On campus (in person)

OBJECTIVE:

This course focuses on learning the art of persuasion to inspire the audience to support and act on the presented ideas globally as a whole person leadership manager. Students will learn how to prepare, design, and deliver speeches as well as presentations more effectively to their targeted Global audience. As leaders, students will refine skills to convey their thoughts, ideas, and visions to groups from diverse nationalities and cultural backgrounds, ensuring understanding, empathy, and support from their global audiences.

Communicating as a managerial leader to a diverse audience is significantly different from communicating within an organization which you belong to. Within an organization, it's assumed that both the speaker and listener have shared knowledge. Furthermore, presentations and speeches often need to conform to that organization's specific style. In contrast, when addressing a diverse international audience as a managerial leader, it's essential to deliver clear messages that resonate across cultures and positions, exuding the leader's passion and intent. The techniques to create a psychological connection with the audience are vital. It's assumed that what's obvious to the speaker might not be for the listener, and there's no need to stick to organizational styles. This course is designed to equip students with the skills they'll need as they face the world as managerial leaders. Conversely, it doesn't focus on enhancing communication skills as a regular member within an organization. Throughout the course, students will position themselves as managerial leaders, reflecting on their current ability to convey their visions and identifying areas for future growth.

In today's globalizing world, leaders operating on the international stage, regardless of the nationality or size of their companies (whether large corporations or startups), use presentation methods that are becoming international standards. Therefore, this course highlights the so-called "TED-style" techniques and incorporates frameworks and techniques widely used by leaders from various countries and businesses.

As a global leader, moments will inevitably arise when you need to convey your thoughts to a global audience. We expect students to envision themselves leading multinational teams and, through this course, to acquire communication skills that are universally effective.

LEARNING OUTCOMES:
- Learn the ability required as a managerial leader to convey your own thoughts and visions to a global audience, securing their understanding and empathy, and prompting action.
- After studying various aspects that constitute effective communication, such as building a storyline, visual design, and non-verbal expression techniques like voice modulation, facial expressions, and body movement, internalize them through practice.
- Reflect on the current state of one's ability as a managerial leader to convey your own thoughts and visions, establish psychological connections with the audience, secure their support, and contemplate areas for future growth.

POSITIONING:
This course aims to cultivate the "Abilities to Realize" the Competencies required for a whole-person management leader. Throughout the course, students will nurture the ability to engage with others and gain their cooperation and the ability to empower people and mobilize an organization.

No matter how innovative the products, techniques, or ideas appear, they may only be realized if you can effectively convey convincing messages to the target audiences and elicit their empathy and trust.

This course offers a process to enhance communication skills with a global audience by effectively organizing and conveying the knowledge gained from the courses the students have had so far and the ideas they have envisioned. By receiving feedback, students can expand their business concepts and the potential for social activities to the world.

LEARNING APPROACH:
The skills students will learn in this course are practical and can only be mastered with practice. Therefore, in this course, students will repeat the steps of creating and delivering their presentations and speeches, watching them (video images) by themselves, and giving feedback and advice to each other. This allows a deeper understanding of how their message, energy, and emotions resonate with global audiences.

Each session will focus on a specific aspect of skills and will include individual and group exercises. The first half of the course will focus on presentation, with students delivering a presentation in Session 3. The last three sessions are focused on making a recruiting speech. Students will craft and deliver speeches to inspire individuals from diverse cultural and thought backgrounds to join the organization you lead.

TEXTBOOK:
- Garr Reynolds (2019) *Presentation Zen*, 3rd. Ed, New Riders

*This book is a required reading for this course. Please ensure you have read it before Session 2.

REFERENCE BOOKS:
− Nancy Duarte, (2019) *DataStory: Explain Data and Inspire Action Through Story*, IDEA Press
− Noah J. Goldstein, Ph.D. (2009) *Yes!: 50 Scientifically Proven Ways to Be Persuasive*, Free Press
− Scott Berinato (2016) *Good Charts: The HBR Guide to Making Smarter, More Persuasive Data Visualizations,* Harvard Business Review Press
− Chip Heath and Dan Heath (2008) Made to Stick: Why some ideas take hold and others come unstuck, Arrow

EVALUATION:
We adopt a Pass/Fail evaluation in this course.

Various Feedback Methods for Assignments/Exams:
Speech will be reviewed, and feedback given in class.

SESSION OVERVIEW:
1. Constructing a Presentation Storyline (Patrick) [3 hours]
2. Visual Design (Patrick) [3 hours]
3. Presentation Contest (Patrick) [3 hours]
4. Speech Principles (Patrick) [3 hours]
5. Speech Delivery (Patrick) [3 hours]
6. Speech Contest and Course Wrap-up (Patrick) [3 hours]

Course Title： **Managing People and Organizations**
Course Code: A402CL-24EN
Year / Semester: 2nd year / 1st semester
Credit： 2 credits (compulsory course)
Faculty： Professor Katsuhiko Yoshikawa
Class Format: On campus (in person) and online

OBJECTIVE:

Leaders need to face people, encourage collaboration among them, and mobilize the organization in order to realize their vision. Even if a leader has a great vision and strategy, the leader cannot create an impact on the market and society without cultivating and energizing people and organization.

However, there exists substantial complexity in people's mind, and individual behaviors within organizations are influenced by various factors. Further, as a result of rapid technological advancement and changes in society and values, we observe significant changes in how organizations are organized, how people work, and the nature of relationships between individuals and organizations. It is increasingly important to design an organization centered around autonomous individuals in order to succeed in a complex and uncertain environment. Rapid progress of AI and robot technologies drives automation of tasks that humans have traditionally carried out. Organization's boundary is increasingly blurred as organizations increasingly involve people outside of their direct employees to business activities. What would future organizations look like? How should leaders reshape their organizations?

In this course, students will investigate the factors and mechanisms that shape the behaviors of individuals in team and organization settings, deepen understanding of the role of leaders in managing people and organization, and develop their own views about future organization, work, and relationships between organizations and individuals. This topic is familiar for almost anyone and thus, can be discussed from various perspectives. In this course, we expect students to see the topic not only from their own standpoint, but also from that of top management leaders. Students are invited to explore questions such as "What is the nature of people and organization?" "What are the roles of leaders in mobilizing people and organization?" and "What is required of leaders to play such roles?"

POSITIONING:

This course corresponds to the *Abilities to Realize* in Shizenkan's competency model for Whole-Person Management Leadership. Students learn how to mobilize people and organization in order to achieve their vision through this course, along with *The Art of Communication as a Global Leader* (which precedes this course), *Leadership: Confronting and Mobilizing People*, and *Leadership and Negotiation* (both of which are offered in the 2nd semester). Among these courses, this course emphasizes understanding the dynamisms of people and organization from more conceptual and

theoretical perspectives. In contrast, *The Art of Communication as a Global Leader* and *Leadership and Negotiation* focuses on acquisition of more practical skills, whereas *Leadership: Confronting and Mobilizing People* aims to facilitate self-reflection and peer dialogue about each students' interpersonal approach and influence.

This course is also an opportunity to build on students' learning from *Business Policy: Concepts and Practices* and *Creating a Business Plan and Business Model,* expanding their insights into the human aspect of management. Students have learned the importance of aligning organization with vision and strategy. In this course, we aim to further deepen our understanding from the perspective of micro foundation of an organization such as individuals and teams.

LEARNING OUTCOMES:

1. Develop understanding of factors and mechanisms that shape organizational behaviors, and deepen awareness about the role of leaders in achieving performance through people
2. Face with dilemmas that management leaders face in managing people and organization
3. Develop one's own views about organization, work, and relationships between organizations and individuals in the future, drawing on one's understanding of the nature of individuals and their behaviors in organizational context.

LEARNING APPROACH:

In this course, we combine lecture, individual and group reflection, and case-based discussion. This is to help students grasp key theories and frameworks to understand people and organization, associate them with one's experiences and values, cultivate their own views on the nature of individuals and organizations as a management leader.

TEXTBOOK:

N/A

REFERENCE BOOKS:

– Stephen P. Robbins & Timothy A. Judge (2013), *Essentials of Organizational Behavior, Global Edition,* Pearson Education Limited.
– Jeffrey Pfeffer (1998), *The Human Equation: Building Profits by Putting People First*. Harvard Business School Press.
– Adam Grant (2013), *Give and Take: Why Helping Others Drives Our Success.* Weidenfeld & Nicolson.
– Lynda Gratton (2022), *Redesigning Work:* How to Transform Organization & Make Hybrid Work for Everyone. Penguin Business.
– Patty McCord (2018), Powerful: *Building a Culture of Freedom and Responsibility. Silicon Guild.*

EVALUATION:

– Course Participation 40%

- Individual report (mid-term)   20%
- Individual report (final)   40%

Various Feedback Methods for Assignments/Exams:
Mid-term and Final report scores and feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. Introduction - why do we learn management of people and organization? (Yoshikawa) [3 hours]
2. Motivate individuals (Yoshikawa) [3 hours]
3. Dynamics of individual behaviors in groups (Yoshikawa) [3 hours]
4. Promote positive work behaviors (Yoshikawa) [3 hours]
5. Design and implement HRM (Yoshikawa) [3 hours]
6. Rebuilding employee portfolio in accordance with business environment (Yoshikawa) [3 hours]
7. Reconsider the individual-organization relationship (Yoshikawa) [3 hours]
8. Future of Organizations (Yoshikawa) [3 hours]

Course Title： **Leadership: Engaging and Mobilizing People**
Course Code: A403CE-24EN
Year / Semester: 2nd year / 2nd semester
Credit： 1 credit (compulsory course)
Faculty： Adjunct Professor, Patricia (Tish) ROBINSON
Class Format: On campus (in person)

OBJECTIVE:

In the process of realizing one's vision as a management leader, it is essential to gain the empathy and trust of others, to mobilize and utilize diverse people as a team, and to develop and empower individuals. In this group exercise, through feedback from the people around you, experience-based exercises, mutual feedback and coaching with classmates, you will deepen your own awareness of your current leadership style in dealing with people and mobilizing them, envision your future leadership style, and set an agenda for future growth.

Students are expected to explore the following questions throughout the course: "What are my characteristics in interpersonal relationships? What lies at the root of my characteristics?" We also expect students to think about their next growth challenges in order to enhance your influence as a leader.

LEARNING OUTCOMES:

● Deepen self-understanding of your influence on others, how to relate to others, and your own humanity through questionnaires, assessments, exercises, and self-reflection.
● Gain an awareness of one's own personality, strengths and weaknesses as a leader through feedback from group members and professional coaches, with the aim of identifying areas for improvement..
● Provide constructive feedback to group members with the aim of supporting their growth as a leader. At the same time, students will receive comments from group members regarding the usefulness of the feedback that they provided in order to further develop one's ability to serve as a mentor and coach.

POSITIONING:

This course is positioned at the end of your two-year study at Shizenkan and corresponds to the "Ability to Realize" in the competencies required for a whole-person management leader. While discussions on leaders' dilemmas in mobilizing people in the "Management of People and Organization" course put more emphasis on conceptual understanding, this course is intended to be an opportunity to reflect on one's own daily actions and attitudes in interpersonal relationships, as well as one's values and beliefs that underlie them, from multiple perspectives.

The exercise is also positioned as an opportunity to reflect on how each participant will influence people to realize his or her vision and grow as a leader after graduating from Shizenkan. In this sense, this group exercise is a continuation of a series of leadership subjects from the first year (e.g., "Discovering Your Core by Confronting Yourself") and is an opportunity to look ahead to the challenges as a next generation leader, which will continue even after the program ends.

REFERENCE READING:
- Dale Carnegie (1934), How to Win Friends & Influence People. (Reprinted by various publishers)
- James M. Kouzes & Barry Z. Posner (2016), Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. Jossey Bass.
- Adam Grant (2013), Give and Take: Why Helping Others Drives Our Success. Weidenfeld & Nicolson.

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F).

Various Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:
1. Your Influence on Your Team (Tish) [3 hours]
2. Building Relationships with Diverse Individuals (Tish) [3 hours]
3. Face with Others and Gain Empathy (Tish) [3 hours]
4. Develop and Empower Others (Tish) [3 hours]

Course Title: **Leadership and Negotiation**
Course Code: A404EL-24EN
Year / Semester: 2nd year / 2nd semester
Credit: 2 credits (elective course)
Faculty: Prof. Jiro Tamura, Adjunct Assistant Prof. Yuka Shimokawa
Class Format: On campus (in person)

OBJECTIVE:

This course will teach negotiation principles, a methodology for forming desirable agreements through effective negotiations. Negotiation has been the subject of research and education at Harvard Law School since the 1970s and has developed into an essential issue in business and public policy graduate schools. It is known to be one of the primary educations for leaders of the times. In negotiation studies, students learn various methodologies and ways of thinking to manage the negotiation process and achieve effective consensus building properly. Negotiation studies emphasize the acquisition of practical knowledge that goes beyond classroom understanding. In this course, students will learn about psychological traps and biases unique to negotiations, persuasion techniques (dealing with sophistry and rhetoric), and various approaches to problem-solving through practical mock negotiations (active learning format). Through this course, you will be able to self-recognize (metacognition) your negotiation style and further improve it, as well as acquire negotiation theory based on the latest research findings. Throughout this course, we expect that participants will explore the question, "Win-Win Negotiation."

LEARNING OUTCOMES:

1. To understand the psychological traps and biases in negotiations and be able to respond appropriately
2. To learn "verbal combat techniques" (business rhetoric), including persuasion techniques, how to recognize sophistry in negotiating opponent, and how to deal with it appropriately
3. To acquire appropriate negotiation process management techniques to secure the initiative in negotiations and lead to effective consensus building
4. To understand approaches to consensus building to formulate creative solutions to problems and to jointly resolve excesses with negotiating partners
5. To learn the basic concept of "conflict management" to resolve conflicts and disputes

POSITIONING:

This course corresponds to "abilities to realize" in the competency model of Whole-person Management Leadership. Along with the compulsory course, "The Art of Communication as a Global Leader," which took place in earlier semester, this course provides students an opportunity to learn interpersonal skills that are required of leaders in facing with others. While students learned the skills of effective speech and presentation toward diverse audience in the course, "The Art of Communication as a Global Leader," they explore how they can effectively build consensus with parties

having different interests and priorities as well as what is required for leaders in doing so. As students have learned in courses such as "A Bird's Eye View of the World and Transcending Conflicts of Values," which was offered in the first year, people have different values. This is also positioned as an opportunity to learn skills to overcome such differences in a constructive manner.

LEARNING APPROACH:
Lectures on negotiation studies, case studies on negotiation cases, and experiential learning by practicing mock negotiations (active learning format)

TEXTBOOK:
None.

REFERENCE MATERIAL:
- Robert B. Cialdini (2017) Pre-Suasion: A Revolutionary Way to Influence and Persuade, Seishinshobo.
- Roger Fisher, William Ury (2011) Getting to Yes: Negotiating Agreement Without Giving In, Mikasa Shobo.
- William Ury (2015) Getting to Yes with Yourself: (and Other Worthy Opponents), Nihon Keizai Shimbun Publishing.
- Lawrence Susskind (2015) Good for You, Great for Me: Finding the Trading Zone and Winning at Win-Win Negotiation, Diamond.
- Deepak Malhotra (2016) Negotiation Genius, Pan Rolling.
- Max Bazerman (2015) The Power of Negotiation, KADOKAWA.
- Jiro Tamura (2014) Harvard x Keio Style Introduction to Negotiation Studies, Chuokoron Shinsha (田村次朗『ハーバード×慶應流交渉学入門』中央公論新社（2014）) *
- Jiro Tamura, Koji Sumida (2014) Introduction to Strategic Negotiation, Nikkei Publishing Inc. (田村次朗、隅田浩司『戦略的交渉入門』日本経済新聞出版社（2014）) *
- Jiro Tamura, Koji Sumida (2021) An Encouragement of "Dialogue" for Leadership Development, Tokyo Shoseki Co., LTD（田村次朗、隅田浩司『リーダーシップを鍛える「対話学」のすゝめ』東京書籍（2021）) *
- Jiro Tamura (2023) Introduction to Basic Leadership: Developing Listening, Dialogue, Negotiation and Persuasion Skills!, Tokyo Shoseki（田村次朗『「リーダーシップ基礎」入門 傾聴力・対話力・交渉力・説得力を鍛える！』（東京書籍　2023）) *
  * Japanese only

EVALUATION:
- The reports that students submit after every role simulation (40%)
- The final report (40%)
- Remarks in class, proactive participation in class (20%)

Various Feedback Methods for Assignments/Exams:
No feedback is given.

SESSION OVERVIEW:
1. Dialogue Basics (Tamura, Shimokawa) [3 hours]
2. Dialogue and Decision Making (SPICE Approach) (Tamura, Shimokawa) [3.25 hours]
3. Logic in Negotiation (Tamura, Shimokawa) [3.25 hours]
4. Preparation for Negotiation (Tamura, Shimokawa) [3.25 hours]
5. On-the-ground skills during negotiations (Tamura, Shimokawa) [3.25 hours]
6. Negotiating the Discussion Matters (Tamura, Shimokawa) [3.25 hours]
7. Leadership Leading from Conflict to Cooperation, Learning from the Cuban Crisis (Tamura, Shimokawa) [3.25 hours]

Course Title:	**DX and Platform Strategy**
Course Code:	B101EL-24EN
Year / Semester:	2nd year / 1st semester
Credit:	2 credits (elective course)
Faculty:	Specially Appointed Prof. Tatsuyuki Negoro,
	Adjunct Associate Prof. Sari Shimizu
Class Format:	On campus (in person) and online

OBJECTIVE:

Digitalization is forcing major changes in business models and operations across many industries. In this course, through case discussions, we will look at digital innovation from the perspective of management leaders. After classifying the radical changes in industry structure into two categories: the innovation of value chain and one of layered architecture. The first half of the course will focus on the innovation value chain, and the second half will focus on the creation, opposition, and evolution of platform businesses associated with the innovation of layered architecture. Through this course, students are expected to be prepared to think about their own strategy for dealing with digitalization in their company and prepare a draft of such strategy as a final report.

LEARNING OUTCOMES:

1. Understand what is required of management leaders in the face of industrial transformation based on the advancement of digital technology.
2. Understand that digital strategy creates new added value and/or new markets.
3. Understand the unique nature of the platform business, which is based on a layered architecture.
4. Understand the key points of platform business creation and dealing with platformers as disruptors from the viewpoint of existing companies.
5. Draw up a rough draft of the company's digital strategy.

POSITIONING:

This course is positioned as an opportunity to deepen the strategic thinking learned in the first year course "Strategic Management: Theories, Frameworks, and Ways of Thinking" with respect to the contemporary issue of digital strategy development. Specifically, this course deals with the possibilities of business transformation and innovation that digitalization brings that are not limited to platform businesses, and the role of leaders in that transformation and innovation.

   The "AI and Digital Literacy," which is offered in the second semester of the first year, was designed to understand the essence of AI and the current state of business and society, which is being rewritten by AI, from the perspective of management leaders. As part of this course, the impact on business models was also discussed. Therefore, this course will not have a session focusing on AI. In the parallel course of "Creating a Business Plan and Business Model" in the second year, platform businesses and their characteristics were discussed to a certain extent. However, the second half of this course will delve deeper to examine strategic issues and decision-making unique to

platforms.

LEARNING APPROACH

The course will focus on case discussions in groups and as a whole class and theoretical lectures following the discussions. The theory is positioned as an a posteriori reference, and it is not assumed that the theory will be explained in advance and its "application" will be done. Please prepare a final report that reflects what you have learned in class, including theory, while considering your company's specific conditions.

[Preliminary Case Study].

Preliminary questions are set as a reference axis for deep consideration of the case and other preliminary materials. We believe that considering the preliminary questions will deepen the reading of the case. In principle, you are requested to prepare a preliminary report, specifying one of the preliminary questions. We ask that you try to make an objective analysis in your preliminary reports. On the other hand, in classroom discussions, we would like you always to assume that you are the person in charge of the business discussed, and to participate in the discussions with a sense of commitment and a sense of being an interested party. An analysis is objective, while decision-making is subjective. The future is uncertain, and the legitimacy and appropriateness of actions will depend on one's values.

   The preliminary questions are designed to prepare you for the case, and the class discussion will not be based on the same questions. Assuming that the students have thought about the case, the instructor will ask questions during the class discussion as appropriate to deepen the student's understanding of the resolution of the issues in the case discussed (case study company) from the perspective of the parties involved.

[Pre-Assignment (Pre-Assignment Report)]

Submit a pre-session report on the designated questions at least 3 days prior to each session.

Format: PowerPoint presentation (PPT) file (not Word)

There is no limit to the number of pages, but as a general rule, the report should be no more than 5 pages (PPT) for each session.

Please use charts and graphs as appropriate. Bullet points may be used for text.

A cover page is not required, but please remember to include your student ID number and name to the file name and print it on each page.

*The reason we ask that you submit your answers in PPT is so that we can integrate the files when we show you sample answers in class (PDF is also acceptable under certain circumstances).

Pre-reports will be graded on a two-point scale of "Good" and "Not good.

[Chat-GPT and PC Use on the Day]

You may use Chat-GPT and other AI tools to prepare your pre-assignment (pre-assignment report). However, if you copy the Chat-GPT responses verbatim (or almost verbatim) into your report, you must clearly indicate the source of the copied material.

Pre-assignments are intended to deepen your understanding of the class, so please be aware of this purpose when using Chat-GPT.
The use of Chat-GPT and search tools is prohibited during classroom discussions.

TEXTBOOK:
Since the course is taught with the latest cases and theoretical developments in mind, some of the information in published books is outdated, and there is no textbook for this course. Please refer to the materials distributed in class.

REFERENCE BOOK:
You do not need to read it before the session. After the session, you can review the parts that interest you.
- Michael A. Cusumano (2019), "The Business of Platforms: Strategy in the Age of Digital Competition, Innovation, and Power," Harper Business
- Michael Wade(2016), "Digital Vortex: How Today's Market Leaders Can Beat Disruptive Competitors at Their Own Game," Dbt Center Press
- Deloitte Center for the Edge （2017）Approaching disruption
- Deloitte Center for the Edge （2017）Patterns of disruption
- The following book can be referred to if you can read Japanese.
  根来龍之『プラットフォームの教科書』日経 BP 社（2017）

EVALUATION:
- Active participation in each class session (30%)
- Submission of pre-session reports (30%)
- Final report (40%)

Feedback Methods for Assignments/Exams:
Final report scores and feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. The Nature of Digital Disruption (Negoro) [3.25 hours]
2. (VC) Increase customer value (Shimizu) [3.25 hours]
3. (VC) Logistics Transformation (Shimizu) [3.25 hours]
4. (VC) Digitalization of Value Creation (Shimizu) [3.25 hours]
5. (LA) Platform Competitive Strategy (Negoro) [3.25 hours]
6. (LA) Adaptation to Digitalization for Existing Companies (Negoro) [3.25 hours]
7. (LA) Expansion of existing companies into the platform business (Negoro) [3.25 hours]
8. Final report presentation (1) (Negoro) [3.25 hours]

Course Title:	**SX (Sustainability Transformation) and the Challenge of Sustainability Leadership**
Course Code:	B102EE-24EN
Year / Semester:	2nd year / 1st semester
Credit:	2 credits (elective course)
Faculty :	Professor Peter David Pedersen
Class Format:	On campus (in person) and online

OBJECTIVE:

In recent years, corporate sustainability management has been evolving from a mainly risk-oriented "management" issue to a risk & opportunity-focused "strategic priority." In many industries, the ability to design and implement an integrated strategy for a sustainable transformation is beginning to affect the competitiveness and long-term resilience of the company and its brand. This is no longer merely an issue of corporate sustainability management, but increasingly also becoming a challenge of how to innovate business models as well as transform corporate management mechanisms. The more fundamental question, though, is whether sustainable or green growth is at all possible, or perhaps rather a grand scheme of "green- or sustainability wash"?

In this course, we will start by asking the question of what a "sustainability transformation" would truly entail. Are governments, corporations and citizens actually willing to go to the level of radical change that could enable a qualitatively different form of growth in the economy? Looking at the planetary boundaries model and exploring the economic vision projected by the doughnut economy framework, students will be asked to question what they themselves truly believe in; whether sustainability in a business context is merely a means to an end or a purpose in and of itself. Is sustainable growth a realistic possibility or rather a deflection strategy to avoid bashing and more severe legislation?

After this initial deep dive, students will explore how changes in external drivers, market conditions and stakeholder demands are shaping a stronger focus on sustainability innovation and the perceived need for SX – the sustainability transformation of both corporate and business-related activities. We will also look into the emerging competitive landscape and analyze how pioneering SX leader companies have grappled with this comprehensive challenge, including the issues of ethical behaviour and societal participation, rule-making and corporate advocacy. Based on an understanding of "corporate sustainability transformation theory", students will also explore the internal and external barriers to a sustainability transformation and discuss how these can best be overcome.

Students will familiarize themselves with new approaches to sustainability innovation and the idea of sustainable business models. Using a unique sustainable business model canvas, students are taken through the process of how to integrate key social and environmental issues into business model design. This will include not only technical or

practical aspects, but also an exploration of how ethics, leadership, organizational reform can promote or hinder a company's sustainability transformation.

POSITIONING:
This course is positioned as an opportunity to holistically examine the challenge of sustainability transformation at both corporate- and business-levels. Students will further examine the role of corporations in society, building upon learnings from the "What is a company for - Exploring Relationships Among Business Enterprise, Market, and Society" course, particularly from the perspective of sustainability. The discussions in this course will also relate to topics that students have explored in various business skill-related courses," as sustainability transformation spans across all aspects of business activities.

LEARNING OUTCOMES:
- A holistic understanding of how societal megatrends impact business and, in particular, innovation and value creation
- Insight into the key concepts defining the sustainable business landscape today, such as SX (sustainability transformation), societal innovation drivers, sustainability innovation, sustainable value creation and sustainable business model
- First-hand experience of designing more sustainable business models
- Examine the roles of leaders in leading SX and sustainable business model innovation

LEARNING APPROACH:
- Lectures by faculty member and external experts with specialized expertise (this course invites four guest lecturers)
- Case-based discussion
- Assessments
- The use of a sustainable business model canvas to explore business model design

EVALUATION:
- The level of participation in class and group discussions 40%
- The sustainable business model canvas (course work)   60%

Various Feedback Methods for Assignments/Exams:
The sustainable business model canvas feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. Is "sustainable growth" an illusion or a realistic choice for humanity? (Pedersen) [3.25 hours]
2. Innovation Drivers of the Sustainability Transformation – macro and micro drivers (Pedersen) [3.25 hours]

3. What is SX and Sustainability Innovation? – the impact on leadership, management and key corporate functions (Pedersen) [3.25 hours]
4. Sustainable Business Models 1 – the practical approach to sustainable business model innovation (Pedersen) [3.25 hours]
5. Sustainable Business Models 2 – ethical consumption and sustainable business models (Pedersen) [3.25 hours]
6. Corporate societal leadership, rule-making and alliances (Pedersen) [3.25 hours]
7. Ethics – a stick in the corporate wheel or the prerequisite for the survival of both business and life?

Course Title: **Global Management: Strategy, Organization and Leadership**
Course Code: B103EL-24EN
Year / Semester: 2nd year / 1st semester
Credit: 2 credits (elective course)
Faculty: Adjunct Associate Professor Ryukichi Miyabayashi
Guest lecturer: Professor Yih-Teen Lee (IESE Business School, Barcelona)
Class Format: Mainly online, with several on campus (in person) sessions

OBJECTIVE:
In this course, we explore unique challenges in strategic and organizational management in a global business context. While globalization created world-wide markets for products, services, labor and capital, there remain significant differences between countries. As a result, leaders of multinational corporations (MNCs) need to globally integrate business activities across geographically dispersed locations, while responding to local context in each market. Using cases from a variety of industries and geographic areas, we develop deep understanding of and awareness about complexities that leaders need to deal with in managing MNCs and reflect on their roles and requirements.

LEARNING OUTCOMES:
The goal of this course is as follows:
1. Develop awareness about societal diversity that shapes global business environment and unique challenges in global strategy and management
2. Understand key issues that leaders face in analyzing the global business environment, designing global competitive strategy, managing headquarters-subsidiary and subsidiary-subsidiary relationships, developing global organizational capabilities, and harnessing diversity as a source of global competitiveness.
3. Deepen understanding of and reflection on the attitudes, mindset, and sensitivities required for global leaders in order to embrace diversity.

LEARNING APPROACH:
We intensively use case discussion in this course. Our purpose is to help students develop a deep understanding of unique challenges in international business, which managers rarely experience in domestic settings. By using cases that vividly illustrate the realities of challenges that managers face when engaging in decision-making in global strategy and management, we encourage students to take a perspective of those managers. Lectures will supplement case discussion by providing conceptual frameworks and theories that students can apply to analyze and tackle challenges in international business.

We expect all students to read the case, analyze the situation, and articulate their responses to case questions prior to each session. If a student does not prepare for a

case discussion in advance, the student cannot fully engage in the class discussion and thus, their learning will be quite limited. Furthermore, the student deteriorates the learning experience of other students. <u>We assume by taking this course, students make a commitment to prepare themselves for case discussions for each session</u>.

PARTICIPANTS:
In addition to Shizenkan students, we welcome a handful of MBA students from our partner schools to this course. Along with inviting Professor Yih-Teen Lee from IESE Barcelona, Spain, as a guest lecturer, this aims to have diversity of viewpoints in this course.

TEXTBOOK:
Not assigned. However, we provide recommended readings as a post-session assignment for each session.

REFERENCE BOOKS:
- Freedman, T. (2005). *The World is Flat: A Brief History of the Twenty-first Century*. Farrar, Straus and Giroux.
- Ghemawat, P. (2007). *Redefining Global Strategy: Crossing Borders in a World Where Differences Still Matter*. Harvard Business Review Press. (Chapter 1-XX)
- Bartlett, C. A. & Ghoshal, S. (1998). *Managing Across Borders: The Transnational Solution*. Harvard Business School Press.
- Meyer, E. (2014). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. Public Affairs.
- Doz, Y., Santos, J., and Williamson, P. (2001). *From Global to Metanational: How Companies Win in the Knowledge Economy*. Harvard Business School Press.
- Yoshino, M. Y., and Rangan, S. (1995). *Strategic Alliances: An Entrepreneurial Approach to Globalization*. Boston: Harvard Business School Press.

EVALUATION:
- Class attendance and participation (30%)
- Pre-assignments submission (20%)
- Final examination – case analysis and essay (50%)

Various Feedback Methods for Assignments/Exams:
Final exam scores and feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. Globalization, industry, and corporations (Miyabayashi) [3 hours]
2. Understanding the Key Framework for Global Strategy: Global Integration vs. Local Responsiveness (Miyabayashi) [3 hours]

3. Dealing with the Tension between Headquarters and Subsidiaries (Miyabayashi) [3 hours]
4. Designing Collaborative Networks between Subsidiaries (Miyabayashi) [3 hours]
5. Facilitating Learning and Innovation in Global Organizations (Miyabayashi) [3 hours]
6. Cross-Cultural Management in MNCs (Miyabayashi) [3.25 hours]
7. Managing Cross-Border M&A (Miyabayashi) [3.25 hours]
8. Living as a Global Leader (Miyabayashi) [3 hours]

Course Title:	**Entrepreneurship and Business Start-up**
Course Code:	B201EE-24EN
Year / Semester:	2nd year / 1st semester
Credit:	2 credits (Elective course)
Faculty:	Associate Prof. Shunsuke Nagao
Class Format:	On campus (in person) and online

OBJECTIVE:

For the last two decades, startups have been attracting increasing attention worldwide with capital, talent, government support culminating into creating hundreds of "unicorns" (i.e. private companies that are valued over US$ 1 billion). At the center of these high-growth companies are the entrepreneurs that orchestrate the birth, growth, pivoting, and exiting of these organizations. Such entrepreneurs are not born during the classroom lectures but are nurtured through action: often theorizing, testing, iterating, and pivoting around multiple concepts.

Through the course, we expect students to experience the process of converting an opportunity into a profitable and sustainable new business idea, and consider the risks and opportunities in a systematic manner. At the same time, the course will provide students an opportunity to reflect on their strengths and challenges in developing themselves as an entrepreneur. Addressing new markets and building an organization may seem challenging for participants whose professional experience is mostly with established firms. By placing participants in the role of the entrepreneur, the course enables students to learn how to apply and feel comfortable with a range of entrepreneurial ways of thinking and acting. The sessions will provide learnings and frameworks that participants can use in venture projects and their future careers.

LEARNING OUTCOMES:

1. Learn the mindset that successful entrepreneurs share
2. Understand the critical concepts, such as identifying a market, considering and deciding on methods of financing, determining what performance metrics to use, and how to prepare for the unexpected
3. Experience the cycle of ideation, product/service development, and pitching to investors, partners, or other relevant stakeholders

POSITIONING:

This course is intended for students who have a realistic image of the challenges of being an entrepreneur or an in-house entrepreneur (in other words, for students who have their own business idea although it might be vague). Students who do not yet have an idea of a business they would like to establish, can take the course as a key member of another student's business idea as an early "co-founding member", upon gaining approval from the student they wish to join.

Students will create their own business model, test their ideas out of the classroom, iterate their model, and practice pitching their business model to the class as well as to guest lecturers. Although it is a simulated experience, it is designed so that students can

experience the actual entrepreneurial and business creation process as much as possible. In the process, it is required from students to integrate the knowledge and skills they obtained in their 1st year through the NUMBERS, FINANCE, MARKETING, ENVISION, DESIGN, STRATEGY courses, as well as the BUSINESS PLAN course in the 2nd year.

This course aims at accelerating the realization of individual business concepts partially by being held simultaneously with the 2nd year individual research projects (seminars).

In addition, this course will be held at the same time as the "Corporate Sustainability Innovation and Intrapreneurship" course. These courses differ in their focus, with the Entrepreneurship course being business-oriented and geared towards offering practical startup skills, while the Corporate Sustainability Innovation and Intrapreneurship course will focus on gaining insight into the philosophy and tools of a new generation of emerging sustainability intrapreneurs.

LEARNING APPROACH:

This course's primary objective is not to create a beautiful business plan on paper, but to have students go through the process of identifying a viable business idea and transforming that into an organizational entity through which people can channel their resources, energy and creativity to create economic value. Instead of taking a position of a critic, each student is required to think and act as an entrepreneur or as a founding team member of a startup. In particular, students are required to demonstrate not only logic but also passion and drive necessary to inspire and encourage people. In addition, during the classes, students will receive feedback on their business plans for concrete actions that will lead to commercialization, so that students can further brush them up beyond this course should they choose to do so.

WHO SHOULD TAKE THIS COURSE:

This course is for:

1. Students who will start and manage their own businesses at some point after graduation
2. Participants who want to understand how new business ventures are created and managed. This includes participants who plan to be involved with startups as employees, investors, customers, consultants, or business development managers in large enterprises. For careers such as these, it is useful to understand the venture creation process from the viewpoint of the entrepreneur

TEXTBOOK:

"A Strategy to meet the challenges of entrepreneurship", Donald Sull, Financial Times, 2002 --- *to be distributed via SOS before the first class*

"Before the Startup", Paul Graham Lecture at the Y-Combinator Startup Class, 2014.
Lecture transcript online here
https://genius.com/Paul-graham-lecture-3-counterintuitive-parts-of-startups-and-how-to-have-ideas-annotated
Lecture recording online here

https://www.youtube.com/watch?v=ii1jcLg-eIQ

"Do Things That Don't Scale", Paul Graham, 2014.
        Blog online here
        http://paulgraham.com/ds.html

REFERENCE MATERIALS:
None in particular

EVALUATION:
- Submission of 3 post-session assignments (after sessions #2/#3/#4)   30%
- Class participation and contribution   20%
- Final pitch deck and delivery   50%

Various Feedback Methods for Assignments/Exams:
Pitch will receive feedback in class.

CODE OF CONDUCT:
The general policies outlined in the Code of Conduct apply.
In addition to these general policies, we are adding the following extra policies to this course:
- First session participation is mandatory (whether the course would be conducted online or offline).
- Students have the option to withdraw from the course within 72 hours after the conclusion of the first session.
- During the first session, each student will share her/his business idea to the class. Students that decide not to work on their own business idea for this course, either before or after the first session, may still take this course by joining another classmate's idea as a value-adding team member. The student that wants to join a fellow classmate's business idea should clearly state and communicate to that classmate how (s)he will contribute (e.g. financial modeling, potential user interview, app development, recruiting, etc)
- Students that receive an offer from a fellow student to join their business idea should assess the fit of that student with their business idea, and either accept or reject the offer. The **maximum number of offers a student can accept is capped at two**.
- Within 72 hours after the conclusion of the first session, students pursuing their business idea are asked to submit by email a brushed-up business idea using the "Business Model Canvas" framework, and b) the name of the student that is joining with the pledged contribution. Similarly, students who have been accepted to join another student's business, will turn in a) the name of the student they are joining, and b) the contribution to that business they have pledged.
- After 72 hours of the conclusion of the first session, we will drop any student

who do not turn in either one of the above from the course.

- Please note students are allowed/encouraged to invite their outside collaborators to join and contribute to their business ideas and participate in the course sessions as a team.

SESSION OVERVIEW:
1. Introduction to the Entrepreneur Course and the Entrepreneurial Journey (Nagao) [4 hours]
2. Fostering an Entrepreneurial Mindset and Core Skills (Nagao) [4 hours]
3. Your first 90 Days and How to Prepare for it (Nagao) [4 hours]
4. Dialogue with Entrepreneur and brushing your pitch (Nagao) [4 hours]
5. Final Venture Pitch (Nagao) [4 hours]

Course Title:	**Creating Impact Business and Ecosystems**
Course Code:	B202EL-24EN
Year / Semester:	1st year / 1st semester
Credit:	1 credit (elective course)
Faculty:	Prof. Masataka Uo, Adjunct Associate Prof. Nanako Kudo, Adjunct Associate Prof. Yoshitaka Tabuchi
Class Format:	On campus (in person) and online

OBJECTIVE:

As the limits of capitalism are discussed for reasons such as climate change, interest in the impact economy is growing worldwide, along with impact investing, impact business, and impact evaluation and accounting.

In this class, we will examine various successful examples of impact businesses that create the "three impacts" of social impact, economic impact, and stakeholder impact, and understand their common values and formation process. At the same time, students will deepen their understanding of the various ecosystems that support impact business, such as impact investing, impact accounting, and impact evaluation.

LEARNING OUTCOMES:

1. Learn about the nature of the impact economy and various examples of impact businesses and ecosystems to enhance your own ability to create impact
2. Deepen understanding of solving social issues in various contexts in Japan and Asia through dialogues with guest speakers who are top-leaders in this field.
3. Conceptualize one's own impact business and strengthen one's image for its realization through peer review.

POSITIONING:

This course will provide participants with the opportunity to learn strategies for creating social impact through business. In addition to Shizenkan graduate students, participants will also include practitioners from Japan and other countries as well as graduate students from Asia, providing an opportunity for multidisciplinary and multifaceted learning.

LEARNING APPROACH

1. Interactive discussion through lectures, cases and guest speakers dialogues.
2. Present your impact business concept as a final assignment

REFERENCE BOOK:
-   Sir Ronald Cohen "On Impact"　Free Audio https://www.onimpactnow.org/about
    PDF　https://aspirecircle.org/wp-content/uploads/2020/05/ON_IMPACT_A-guide-to-The-Impact-Revolution_2018.pdf

EVALUATION:
-   Active participation in each class session (30%)
-   Each class's pre-assignments and feedback sheets (30%)
-   Final essay (40%)

Various Feedback Methods for Assignments/Exams:
Final report feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:
1.   Value and Trends in Impact Business and Ecosystem (Uo, Kudo, Tabuchi) [3 hours]
2.   Impact Investment and business (Uo, Kudo, Tabuchi) [3 hours]
3.   Achieving Triple Impact (Uo, Kudo, Tabuchi) [3 hours]
4.   Ecosystem Supporting Impact Business (Uo, Kudo, Tabuchi) [3 hours]
5.   Impact Business Co-Creation Workshop (Uo, Kudo, Tabuchi) [3 hours]

Course Title:	**Challenge of Driving Social Innovation**
Course Code:	B301EL-24EN
Year / Semester:	2nd year / 2nd semester
Credit:	1 credit (elective course)
Faculty:	Prof. Masataka Uo
Class Format:	On campus (in person) and online

OBJECTIVE:

Globalization of the economy has brought with it many issues, including poverty, socioeconomic disparity, the failure of the healthcare system, a decline of primary industries, the hollowing out of local communities, and a weakening of human relations. These issues remain mostly unsolved by traditional capitalism and market mechanisms and many start explore the new form of the capitalism. Under this circumstances, leaders are expected to understand how social innovation and created and managed especially by nonprofit organizations and civil society.

In this course, students will explore the intrinsic significance and value of creating, sustaining, and scaling social impact, as well as the methods used to do so. Further, we will discuss what roles "social-impact-first" organizations like nonprofit organizations (NPOs) and social businesses play in society and how they can contribute to maximize social impact. This will be achieved by examining case studies and taking part in discussions with leading social entrepreneurs.

POSITIONING:

This course will provide opportunities for students to think about the leadership of social change by gaining an understanding of how social innovation is created in our society. In this course, students are expected to apply all the knowledge and skills they have obtained in the last one and a half years at Shizenkan. Students will learn how the "whole-person leadership" approach, which comprises "whole personality," "leadership," and "management," can apply to real social innovation and also understand how they can design their own lives to maximize their social impact.

LEARNING OUTCOMES:

1. to experience the value and potential of NPOs and other organizations whose primary purpose is to "create social impact" through the examination of world-renowned case studies and dialogue with actual social entrepreneurs;
2. to formulate a concept of how to design their future in order to create social impact through your own lives; and
3. to invite students who are working on the front lines of solving social problems at NPOs and other organizations as single-semester students, and to promote understanding of more concrete social problems, solution options, conflicts, and possibilities through class discussions.

LEARNING APPROACH

1. In this course, we will examine practical cases of NPOs, social entrepreneurs, and

companies that are creating solutions to social problems in these changing times, while providing an overview of the new trends that have accompanied these changes.

2. The course will also examine the essential topics like "NPO's endgame," "NPO scale-out theory," "empathy and innovation," "social financing, fundraising, and impact investing" and "evidence-based innovation," while considering what leaders who create change in society need to understand in essence through practical learning.

3. As a final assignment, the students will envision how they can become people who create social impact through their own lives.

REFERENCE BOOK:
- Henry Mintzberg (2015) *"Rebalancing Society - Radical Renewal Beyond Left, Right, and Center"*, Berrett-Koehler Publishers

EVALUATION:
- Active participation in each class session (30%)
- Each class's pre-assignments and feedback sheets (40%)
- Final essay (40%)

Feedback Methods for Assignments/Exams:
Final essay feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. Why do Nonprofit Organizations and Social Businesses Matter in Our Society? (Uo) [3 hours]
2. Empathy and Social Innovation (Uo) [3 hours]
3. Scaling and Managing Social Innovation: Dragon or Phenix? (Uo) [3 hours]
4. Managing Global Innovation (Uo) [3 hours]
5. Collective impact for achieving sustainability and maximizing impact. (Uo) [3 hours]
6. Thinking About Your Life and the Future of Society (Uo) [3 hours]

Course Title:	**Strategic Management of Cities and Infrastructure**
Course Code:	B302EL-24EN
Year / Semester:	2nd year / 2nd semester
Credit:	2 credits (elective course)
Faculty:	Adjunct Prof. Yumiko Noda
Class Format:	On campus (in person) and online

OBJECTIVE:

One of the major trends of the 21st century is "urbanization". People are moving to cities, in search for a better opportunity for employment, convenience, and wealth. It is predicted that by 2050, 2 people out of 3 of the world population will be living in cities.

This wave of urbanization poses many challenges to us. In cities in the emerging economies, the development of infrastructure such as electricity, roads, transportation, water and sewage, and waste disposal cannot keep up with economic development, causing serious problems such as deteriorating living conditions, traffic congestion, and pollution.

Cities in developed economies have different challenges. Their infrastructure assets are aging and need to be maintained and rehabilitated while cities are under fiscal challenges due to maturing economies. In particular, Japan is struggling with various challenges, including rapidly declining birthrate and an aging population, climate change, and natural disasters. In addition, as COVID-19 is impacting the values of people, cities need to rethink their vision and direction.

In both emerging and developed countries, in line with the rapid technological advancement, fostering innovation becomes important in managing cities and infrastructure. The energy and mobility systems in cities are undergoing drastic changes. In addition, as the global environment problem intensifies, we need to shift our focus toward creating a "circular economy" and develop social infrastructure accordingly.

Traditionally, the management of cities and infrastructure management has been performed by the public sector. However, the public sector alone cannot confront all the challenges presented by a big wave of urbanization. In addition, as people, money, and information move across regions and borders, cities are more exposed to competition with other cities. This will necessitate strategic management of cities so that they can attract talents, business, and capital through developing quality infrastructure to ensure a high standard of living. Financial resources and innovative ideas become indispensable, and therefore, the role of the private sector becomes critical.

Furthermore, cities are ultimately for people who live there (citizens), and therefore, citizens' participation in urban management and infrastructure development is also important. In accordance with the increasing presence of the civil sector such as NPOs, a collaboration across sectors is indispensable as well.

This course is neither a typical strategic management course taught at business schools, nor a public policy course dealing with policy formulation and implementation based on economics taught at public policy schools. Rather, this course will focus on cities (not only large and medium cities, but also small cities and villages) and infrastructure which is increasingly important in the era of urbanization - how to develop vision, how to realize this vision, how to strike partnerships among governments, businesses and citizens under PPP, and what kind of leadership they require.

Themes of this course will cover areas across government, business, and the civil sector. Due to the fact, that neither an academic foundation nor clear framework supporting the analysis of the current situation and future prospects yet exists, in this course, we will use case studies, on an ad hoc basis, on strategic management of cities and infrastructure that are considered to be among the best practices.
In addition, we will invite guest speakers and experts who are engaged in the area of urban management and infrastructure development, and through discussions with such experts, we will deepen our understanding of the subject.

LEARNING OUTCOMES:
This course has the following learning objectives:

1. Acquire the perspective to analyze and understand the challenges and opportunities of cities and infrastructure in the era of urbanization megatrend.
2. Develop the ability to formulate the vision and design the path toward realizing such vision for cities and infrastructures through analysis of successful cases of transforming cities and regions that once struggled with enormous challenges into those with unique competitive advantages.
3. Master the basic framework of partnerships among government, business, and the civil sector (particularly PPP [Public Private Partnership], focusing on the effective use of private funds and know-how) in developing infrastructure.
4. Nurture sensitivity towards the future of cities and infrastructure in response to technological advancement and sustainability challenges.
5. Understand the design and management of cities' transformation processes and comprehend the role of a leader who drives the process and realizes the vision.

POSITIONING:

This course is arranged in the Spring semester of the second year and is held in parallel with other non-core course such as "Creating and Managing Social Impact". Students are expected to select from these courses depending on their respective interest and future career, which should be clearer through participation in the group seminars.

Each course has its target audience. The main target of "Social Business and Social Impact" are entrepreneurs and social innovators. This course, on the other hand, is primarily designed for students who aim at becoming city leaders, government officials in charge of urban management and infrastructure, consultants, and community entrepreneurs. In addition, students who are interested in participating in urban development from a business perspective as well as students who will be engaged in infrastructure business are secondary targets.

Unlike "Social Business and Social Impact", this course deals with a large-scale theme of cities and infrastructure. Also, there will be rather limited positions where students can pursue the role of leading cities (e.g. governors/mayors). Therefore, it should be noted that this course is not designed for acquiring "how-to" skills that will produce short-term results, but for gaining long-term perspective and overall understanding required by society leaders.

LEARNING APPROACH:
● Interactive lecture
● Case study
● Class discussion

TEXTBOOK:
Not assigned

EVALUATION:
1. Review report submission (3 times): 30%
2. Contribution to class discussion: 20%
3. Final report: 50%

Feedback Methods for Assignments/Exams:
Final report feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:

1. Introduction (Noda) [3 hours]
2. Challenge to an urban regeneration (Noda) [3 hours]
3. Singapore's City Strategy (Noda) [3 hours]
4. Urban infrastructure development and PPP (1): Challenges of emerging countries (Noda) [3 hours]
5. Urban infrastructure development and PPP (2): Challenges of developed countries (Noda) [3 hours]
6. Future of cities - challenges for smart city and SDG city (Noda) [3 hours]
7. Challenge towards circular economy (Noda) [3 hours]
8. Required leadership (Noda) [3 hours]

Course Title:	**Business Policy: Concepts and Practices**
Course Code:	C101CL-24EN
Year / Semester:	2nd year / 1st semester
Credit:	2 credits (compulsory course)
Faculties:	Prof. Hiroyuki Mitani, Prof. Tomo Noda,
	Prof. Katsuhiko Yoshikawa, Adjunct Prof. Naonori Kimura
Class Format:	On campus (in person) and online

OBJECTIVE:

Business policy is the overarching framework that incorporates the various aspects of management such as operational and organizational factors as well as individual functional and technical skills from the perspective of a management leader. As business policy goes beyond a mere collection of functional expertise and divisional administration and focuses on integrating the various aspects of management, management leaders must cultivate a holistic view, be able to see the big picture and interlocking issues, as well as possess a high level of skills and strong sense of responsibility.

What roles and responsibilities should a management leader fulfil in order to be able to respond to a rapidly changing business environment and develop a successful and sustainable business? Furthermore, in order to effectively carry out these roles and responsibilities, what type of management policies and practices are required?

In this course, students will experience first-hand the challenges and conflicts that management leaders face on an everyday basis through simulation exercises such as decision-making and action-taking tasks, and case discussions.

In addition to gaining a big-picture perspective of business policy, as next generation leaders, students will create their own individual development plan.

LEARNING OUTCOMES:

1. This course will examine key questions such as: What is the role of a management leader? What responsibilities are unique to management leaders?
2. In particular, this course will focus on exploring important challenges that management leaders must face such as, realizing an alignment between a business and its environments; building systems that mobilize people and organization; fostering innovation; developing organizational capabilities for realizing long-term sustainable growth; implementing corporate turnaround and organizational transformation.
3. Through management leader simulation exercises, students will develop an understanding of the overall framework of business policy as well as explore the mind-set and perspectives that management leaders must possess. Building on this, students will gain a practical knowledge of what it takes to be an effective management leader.
4. Throughout the course and in each session, students will discover that there is no one optimal solution that can be applied to every management problem or company. The important thing is that each student develops her/his own outlook,

approach and philosophy. A key objective of this course, then, is to support this individual development process.

POSITIONING:
Shizenkan aims to go beyond the traditional approach of business education that is separated according to functions (such as accounting, finance, operations, marketing, strategy etc.), and is committed to providing a holistic and integrated approach to business education. In doing so, Shizenkan intends to revive the tradition of business policy education that Harvard Business School used to adhere to, and to provide its own curriculum which emphasizes management and entrepreneurship. This commitment and aspiration lie at the heart of this course.

Therefore, this course, taken alongside: the "Creating a Business Plan and Business Model"; "Entrepreneurship and Business Start-up" and "Global Management: Strategy, Organization and Leadership" classes, will bring together in an integrated manner the various function-specific skills and concepts that students acquired in their first year of study. At the same time, this course is designed to prepare students for the course, "Managing People and Organizations".

LEARNING APPROACH:
Case study discussions and group work will form the core of this course. At key points throughout the course, theoretical and conceptual frameworks and matters related to practical application will be introduced. Students will take part in role-play activities as part of the simulation exercises.

TEXTBOOK:
None in particular

COURSE READINGS:
The core concept of this course is to provide students with a big picture and holistic perspective on business policy and management. With this in mind, the course will draw from and utilize multiple books in order to achieve this goal. (There is no single book covering all the contents of the course.)

During the course, we recommend that students refer to the following books listed below for the purpose of review. Students are not required to read these books prior to the start of the course. There will be an announcement during the course instructing students on how to best utilize these books for review.

- O'Reilly III, Charles A., Michael L. Tushman (2016) *"Lead and Disrupt: How to Solve the Innovator's Dilemma"*, Stanford Business Books.
- James Collins (2005) *"Built to Last: Successful Habits of Visionary Companies"*, Random House Business.
- Sumantra Ghoshal, Christopher A. Bartlett (1997) *"The Individualized Corporation: A Fundamentally New Approach to Management"*, Harper Business.

REFERENCE MATERIALS:
- Hiroyuki Itami (1991) *"Mobilizing Invisible Assets"*, Harvard University Press.
- Heike Bruch, Sumantra Ghoshal (2004) *"A Bias for Action: How Effective Managers Harness Their Willpower, Achieve Results, and Stop Wasting Time"*, Harvard Business Review Press.
- John P. Kotter (2012) *"Leading Change"*, Harvard Business Review Press.
- Tadashi Saegusa (2021) *It's All About Time: How a Deliberate Approach to a Chain of Reforms Produced Double-digit Growth Over Nearly Two Decadess*, DJ Publications.

EVALUATION:
■ Class Participation and Contribution	25%
■ Post-Session Assignments (Submission of 3 Reflection Notes)	15%
■ Group Presentation	20%
■ Final Exam	40%

Various Feedback Methods for Assignments/Exams:
Final Exam feedback will be released once confirmed grades are announced. The best reports (usually 3 reports) will also be shared at this time.

SESSION OVERVIEW:
1. Overview of the role and responsibilities of a manager/ Considering the law of decline (Mitani) [3 hours]
2. Develop a point of view at the stage of business rebuilding (Mitani) [3 hours]
3. Explore the roles and tasks of a management leader during each stage of a company's development (Mitani) [3 hours]
4. Examine "Quality of Management" (Noda) [4.5 hours]
   - From Strategic Analysis to Organizational Capability
   - Conceptualize organizational decision-making and action-taking
   - Examine Organizational Capability from the Viewpoint of Organizational Learning
5. From Organizational Capability to Management Competency (Noda) [5 hours]
   - The Framework of a Corporate-level Strategy
   - Managerial Challenges for Fostering an Entrepreneurial Spirit and Nurturing Innovation
   - Conceptualize the Organizational Capability that is Required for Sustainable Growth
6. Experience Decision-Making as Manager/ Explore Challenges for Developing Management Talent (Mitani) [3 hours]
7. Rebuild corporate culture and Leadership (Mitani) [3.5 hours]
8. Leadership Challenges in Managing the Process of Organizational Transformation (Mitani) [8 hours]

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Leadership and Innovation,
Shizenkan University

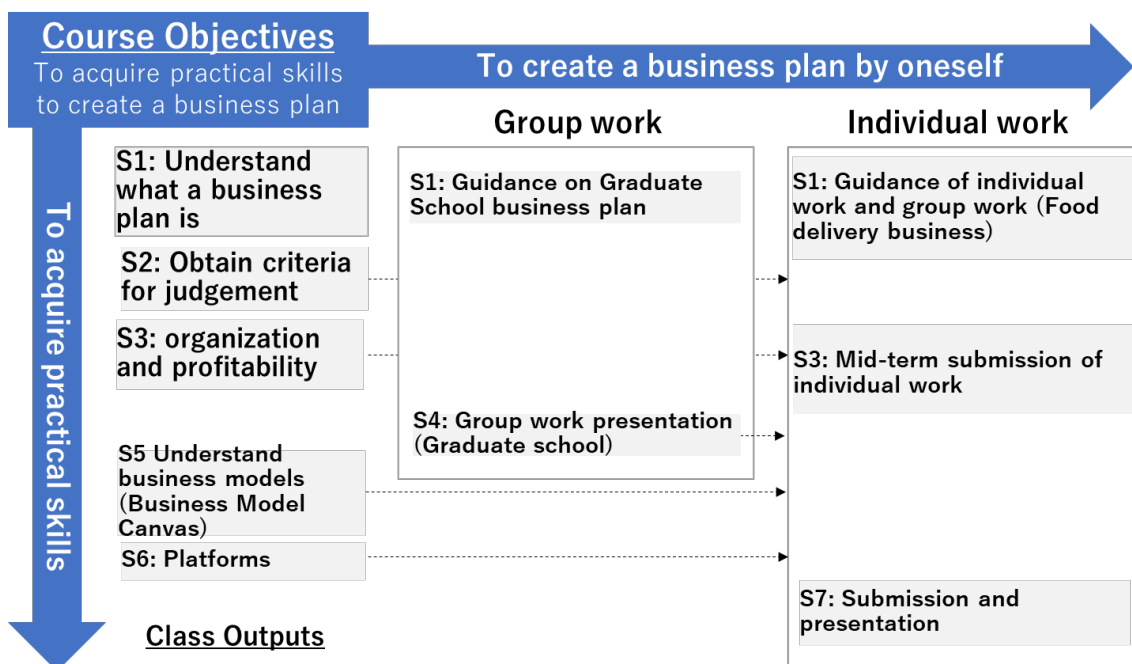Course Title: **Creating a Business Plan and Business Model**
Course Code: C102CL-24EN
Year / Semester: 2nd year / 1st semester
Credits: 2 credits (compulsory course)
Faculty: Adjunct Associate Professor Tomo Yamane
Class Format: On campus (in person) and online

Course Objectives
To acquire practical skills to create a business plan

To create a business plan by oneself

To acquire practical skills

Group work

Individual work

S1: Understand what a business plan is

S2: Obtain criteria for judgement

S3: organization and profitability

S5 Understand business models (Business Model Canvas)

S6: Platforms

S1: Guidance on Graduate School business plan

S4: Group work presentation (Graduate school)

S1: Guidance of individual work and group work (Food delivery business)

S3: Mid-term submission of individual work

S7: Submission and presentation

Class Outputs

OBJECTIVE:

In starting a new project at a given organization or company, or to revise and evolve one of the existing businesses, or even yet, start an entirely new project as an individual, to "Think from Zero and Execute" is a theme constantly facing the modern day leader. Whether or not such a proposal comes to fruition depends on the proposal itself and the surrounding environment within or beyond the organization, if one does not propose anything, nothing starts.

Any decent such proposal would have to clearly show the social or environmental "issues" the leader feels urgently enough to act, as well as explain logically how to solve such issues, who benefits from its solution, etc., Furthermore, it also needs to be based on the grand vision, challenging spirit or passion of the leader in believing why solving such issues is so important, and this needs to be communicated to the audience. A "good" proposal will highlight not vague pictures of the mission, but concrete steps and

milestones to achieve the goal, the resources required to realize the solution (people, things, money, information), and methods to acquire them. Any risks or potential hazards and how to overcome them would also need to be included all along the grand storyline.

In this course, the participants will acquire practical skills required in devising a business plan, which is an important medium to propose solutions to the "issues." To this end, each participant will understand what is indeed a business plan, and completes it on one's own in the mind as well as on the paper. People, money, things, information, environment, values, etc. How these elements interact with each other, and how changing one affects the premises of decision making, how we can pivot (without changing the core, change the surrounding structures), etc. Understanding the overarching structure and how they are represented in a business plan significantly affects its credibility and the subsequent business activities.

There is no "finished" business plan. In modern day society, it happens all too often that the underlying premises are proven wrong, or unexpected competitive response hampers the course of the business. In order to overcome such unexpected situations and falsifications without wavering from the grand vision, and to amend, improve and reignite the business, one needs to master the very deep structure of the business plans. The ultimate aim of the course is for every participant to acquire skills to thrive in the era of modern day uncertainty, not by resorting to wishful thinking, but by being able to turn grand visions and business ideas into realizable, concrete and agile structures.

POSITIONING:
The course integrates the learnings from the 1st year courses such as corporate finance, financial statement analysis, future perspectives, design thinking, marketing, and strategy, and bridges them to the 2nd year contents such as individual seminars.

LEARNING OUTCOMES:
- Understand what is a business plan, what are the required elements and structures, and how to tell a coherent story throughout the business plan
- Deepen understanding of business models, which are integral part of a business plan, and learn about platforms which are becoming increasingly relevant in many areas
- Do it yourself; experience the process of devising business plans firsthand and acquire practical skills in formulating business plans from visions and ideals

TEXTBOOK:
- Alexander Osterwalder, Yves Pigneur (2010) *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*, Wiley

REFERENCE BOOKS:
- Joseph H. Boyett, Jimmie T. Boyett (2000) *The Guru Guide to Entrepreneurship: A Concise Guide to the Best Ideas from the World's Top Entrepreneurs*, John Wiley & Sons

EVALUATION:
- Class participation (quality over quantity of participation)   10%
- Group work (Presentation in-class)   35%
- Individual work (at mid-term presentation 15%, final submission 40%)   55%

Various Feedback Methods for Assignments/Exams:

Group work scores and Individual work scores and feedback will be released once confirmed grades are announced.

SESSION OVERVIEW:
1. What is a business plan? From (half-finished) plans: (Yamane) [3.25 hours]
2. What are good and bad plans? Profitability and organization: (Yamane) [3 hours]
3. Understanding the structures: BMC and dilemma (Yamane) [2.75 hours]
4. Group presentation of Graduate School business plan (Yamane) [3.25 hours]
5. Mid-term presentation and evolution of business models (Yamane) [3.75 hours]
6. Platforms (Delving deeper into business models) (Yamane) [3 hours]
7. Presentation of individual work (Yamane) [3.5 hours]

Course Title:	**Living Life as a leader**
Course Code:	C201CL-24EN
Year / Semester:	2nd year / 2nd semester
Credit:	2 credit (compulsory course)
Head Faculty:	Professor Tomo NODA, et al.
Class Format:	On campus (in person) and online

OBJECTIVE:

You cannot continue to take on big challenges on your own. As the proverb of African origin states, "if you want to go fast, go alone; if you want to go far, go together". Leaders become managerial leaders who are responsible for people and organizations. So what does it mean to be a management leader? What does the world look like when viewed through the eyes of a management leader? What kind of pressure do they feel? What are the attitudes, qualities, and even personality types required of a management leader? Facing these questions head-on is objective of this course.

APPROACHES IN THIS COURSE:

It is imperative for leaders to have a high level of integrity. This is the conclusion of this course. Integrity is an important quality that is required not only for top management within organizations but also for the management professionals who play a key role within the organization. What is, then, in reality? Not only related to private enterprises, but also to government and politics, we know numerous cases worldwide that question the ethics of leaders. In the dizzying reality of the pursuit of profit and power, words like 'integrity' and 'ethics' seem to, on occasion, become textbook rhetoric.

Based on this recognition, in this course, we will not only develop an understanding of what kind of high principles and values, as well as ethics are required of a management leader, but will also have the opportunity to think about whether we can truly act in accordance with the expectations of others and society when we are actually in a position of responsibility. Using case studies and video materials that address ethical dilemmas, as a management leader, we should think about how we would make decisions and act if we were in a similar situation.

However, what happens when we confront such a situation in reality? Human beings are not always perfect, and there is, sometimes, darkness deep in our hearts. Moreover, social and economic power and position of influence tend to, at times, blind people to the reality around them. It is not certain that the words that the "present self" says to others during the simulations in this course will be realized in a similar situation by the "future self as a management leader" in a position of power and influence.

Therefore, the main purpose of this course is to get a feeling of the anxieties and conflicts deep inside ourselves and the inner vulnerability that we cannot talk about with others easily, by opening up to ourselves and others and showing our hands. By going beyond a superficial understanding of the ethics and codes of conduct required of

management leaders, each of us faces our own internal challenges. We will seek to identify what can serve as guidelines and commandments for our personal growth. We will seek to achieve a better awareness of our "future selves as whole-person management leaders" who will exert influence over institutions, organizations, society, and people, and each of us will establish a commitment to ourselves to continue the leadership journey.

LEARNING OUTCOMES:

This course is designed as the final culmination of the 20 months learning journey at Shizenkan. The course will prepare us for future challenges and the leadership journey we will begin after graduation. By questioning ourselves, defining what integrity is, developing our ethical perspectives and attitudes, adjusting our mindset, and exploring the qualities demanded of leaders, we will be required to do deep introspective reflection and self-evaluation exercises and consider feedback from others. We will identify our individual obstacles and challenges to developing as whole-person management leaders and further develop our internal moral compass to support this growth.

1. Imagine and think through a moral dilemma that a management leader might face
2. Contemplate human nature and reflect on the dark side of the heart
3. Reflect on how to confront an ethical dilemma
4. Speak as to the qualities, attitudes, and personality that are required of a whole-person management leader
5. Outline one's possible leadership journey and confirm one's agendas for development

LEARNING APPROACH

This course mainly consists of workshops. Prior to the workshops, students are required to watch videos and prepare for the evaluation, discussion, and assessments. Note that the process of preparation itself constitutes learning and developing awareness as an important process of reflection, so it is a prerequisite to work on the pre-assignments. The pre-assignments in this course are designed to deepen your awareness of the issues, help you reflect on them, and help summarize your ideas as a management leader in advance so that you can have fruitful discussions with your classmates on the day of the workshop.

After the fourth workshop (which means after the final session), students are required to submit several post-assignments. Please note that the submission of these post-assignments are a requirement for graduation.

TEXT BOOK:

There is no official textbook for this course; however, it is recommended that students refer to the below readings:

John P. Kotter(2012) "Leading Change, With a New Preface by the Author", Harvard Business Review Press
Joseph L. Badaracco Jr.(2016) "Managing in the Gray: Five Timeless Questions for Resolving Your Toughest Problems at Work", Harvard Business Review Press.

REFERENCE BOOKS:
Although not directly linked to the discussions in the course, the following books give us meaningful suggestions on the way of life as a leader.
Marcus Aurelius (1997) "Meditations", Dover Publications.
Tenzin Gyatso, the 14th Dalai Lama (1998) "Art of Happiness", co-authored by Howard Cutler, Easton Press
Kazuo Inamori (2009) "A Compass to Fulfillment: Passion and Spirituality in Life and Business", McGraw-Hill Education.
Nelson Mandela, (1994) "Long Walk to Freedom", Little Brown & Co.

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F).

Various Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:
1. Guidance (Yoshikawa) [6 hours]
2. Workshop I: Challenges of a Management Leader (Noda) [2.75 hours]
3. Workshop II: Code of Conduct Required of a Management Leader (Yoshikawa) [7 hours]
   ➢ Dig Deep Into Human Nature and Self-Reflection
   ➢ What is the "Right Thing"?
4. Workshop IV: Looking ahead to the challenges of leadership (Noda) [6 hours]
   ➢ Think Through the Qualities Required of a Management Leader
   ➢ The Oath/Promise; Management Leader

Course Title:	**The Future of Capitalism:**
	New Roles and Responsibilities of Businesses and Leaders
Course Code:	C202EE-24EN
Year / Semester:	2nd year / 2nd semester
Credit:	2 credits (elective course)
Faculty:	Prof. Tomo Noda, Prof. George Olcott et al
Class Format:	Online

*The course will be conducted in partnership with ten business schools across the world.

INTRODUCTION:
The future of capitalism will soon be in the hands of the next generation of business leaders, who will want to leave their own imprint on the shaping a new socio-economic system. This is viewed not only an aspirational thought but also as a responsibility. This course is designed to be a catalyst for personal thought and commitment as well as a network building opportunity. The educational journey will be based around a sharing of experiences and reflections with top executives, entrepreneurs, policymakers, activists, and academics of various backgrounds. Professors will facilitate a dialogue between students and those guest speakers.

The course will build on remote, virtual learning technologies, e.g., Zoom, to gather both students and guest speakers.

The Future of Capitalism was initiated by IESE Business School and Shizenkan University, and the first edition was held from January to April 2021 as a joint course among four schools, namely IESE, Shizenkan, School of Inspired Leadership (India) and Fundação Getulio Vargas (Brazil). In our attempt to scale the impact of this course and people involved in as well as to provide a broader platform for students participating, several like-minded schools joined the 2022 edition. The number of schools joining the 2024 edition will be approximately sixteen from around the world.

OBJECTIVE:
The objectives of this course are to help students understand the key issues society faces within the capitalist system today. By connecting virtually with thought leaders who are trying to address key concerns arising out of the current system, students will gain insight from firsthand experiences. Each student is expected to reflect upon the role of business enterprises in society and responsibility of business leaders, and to translate the inputs from the sessions into a personal commitment for the betterment of society as a future leader.

CONTENT:
There will be eleven sessions in this course on Tuesdays -with some exceptions- from January 23 until April 16.

LEARNING APPROACH:
The course will achieve the objectives through three learning approaches. Firstly, students will examine a wide range of issues and perspectives to critically observe the current state of capitalism. This will be done mostly through lectures by professors. Secondly, students shall

expose themselves to diverse views by virtually visiting different locations around the globe and engaging in virtual dialogues with people from diverse backgrounds. Lastly, students shall discuss the issues with classmates to integrate the knowledge acquired and to develop their own vision of capitalism and role of business in society.

LEARNING OUTCOMES:
- Seek to understand the range of issues concerning capitalism today, and their causes and background
- Analyze capitalism as a socio-economic system from multiple angles
- Outline your own vision of capitalism in pursuit of a better society
- Devise a plan for maximizing your positive impact in society through your professionalism and spirit of service

COMPETENCES:
Students will develop the following competences:
- Connecting business practice with wider socio-economic visions
- Turning that vision into plans for individual and collective actions
- Empathy and compassion by putting yourself in the shoes of others who are from different social background
- Enhance your virtual teamworking skills in a cross-cultural setting over different time zones
- Presentations skills in analysis as well as in synthesis

STUDENT PROFILE:
Students from the eleven schools will join this course. While each school has a limited number of seats from 6 to 24 depending on diversity, we expect to have approximately 120 students in total enrolled in this course in 2024.

REFERENCE READINGS:
The following books are written by participating speakers in this course. While we will be assigning a few pre-materials for each session -to be announced closer to the session-, students who wish to deepen their study are encouraged to read them as background readings:
- Net Positive: How Courageous Companies Thrive by Giving More Than They Take, Paul Polman (2021)
- Awaken: The Path to Purpose, Inner Peace, and Healing, Rajendra Sisodia (2023)
- Reimagining Capitalism in a World on Fire, Rebecca Henderson (2020)
- Marx in the Anthropocene: Towards the Idea of Degrowth Communism, Kohei Saito (2023)
- The Crisis of Democratic Capitalism, Martin Wolf (2023)
- Unsettled: What Climate Science Tells Us, What It Doesn't, and Why It Matters, Steven E. Koonin (2021)
- Green Swan: The Coming Boom in Regenerative Capitalism, John Elkington (2020)
- Corporation 2020: Transforming Business for Tomorrow's World, Pavan Sukhdev (2012)

EVALUATION:
This course will be graded on a Pass or Fail basis.

Various Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:
1. CREATING SYSTEMIC CHANGES (Noda, Olcott) [2.75 hours]
2. PEACE MAKING IN THE WORLD TODAY (Noda) [2.75 hours]
3. RETHINKING CAPITALISM (Noda) [2.75 hours]
4. FACING CLIMATE CHALLENGES (Noda) [2.75 hours]
5. CAPITALISM IN THE AGE OF ANTHROPOCENE (Noda) [2.75 hours]
6. TEAM PRESENTATIONS (Noda) [2.75 hours]
7. CREATING IMPACT THROUGH BUSINESS (Noda) [2.75 hours]
8. LEVERAGING TECHNOLOGIES FOR A BETTER CAPITALISM (Noda) [2.75 hours]
9. SOCIAL ENTREPRENEURSHIP AND INNOVATION (Noda) [2.75 hours]
10. INTEGRATED VALUE-BASED MANAGEMENT (Noda) [2.75 hours]
11. ROLES AND RESPONSIBILITY OF ENTERPRISE AND LEADERSHIP (Noda) [2.75 hours]

INITIATORS OF THE COURSE/PROJECT
- Prof. Franz Heukamp, Dean, IESE Business School (Spain)
- Prof. Tomo Noda, Founder and President, Shizenkan University Graduate School of Leadership and Innovation (Japan)

FACULTY INVOLVED
- Mr. Anil Sachdev, Founder and CEO, School of Inspired Leadership (India)
- Prof. Fathyah Hashim, Associate Professor and Dean, Graduate School of Business, Universiti Sains Malaysia (Malaysia)
- Prof. Choelsoon Park, Former Dean, Professor of Strategy and International Management, Seoul National University Graduate School of Business (South Korea)
- Ms. Danielle Meyerowitz, Lecturer, Gordon Institute of Business Science, University of Pretoria (South Africa)
- Prof. David Veredas, Professor of Financial Markets and Director of Centre for Sustainable Finance, Vlerick Business School (Belgium)
- Prof. Edson Kenji Kondo, Dean, School of Public Policy and Goverment, Fundaçao Getulio Vargas (Brazil)
- Prof. George Olcott, Vice President, Shizenkan University Graduate School of Leadership and Innovation (Japan)
- Prof. Henrietta Onwuegbuzie, Associate Professor of Entrepreneurship, Lagos Business School (Nigeria)
- Prof. Jeffrey B. Kucharski, Adjunct Professor of Business, Royal Roads University (Canada)
- Prof. Lawrence Loh, Professor and Director of Centre for Governance and Sustainability, National University of Singapore

- Prof. Maciej Bazela, Professor of Social and Political Affairs, IPADE Business School (Mexico)
- Prof. Muhammad Junaid, Assistant Professor of Marketing, Asian Institute of Technology (Thailand)
- Prof. Niloy Biswas, Associate Professor of International Relations, University of Dhaka (Bangladesh)
- Prof. Pedro Videla, Professor of Economics, IESE Business School (Spain)
- Prof. Siti Jahroh, Lecturer, IPB University School of Business (Indonesia)
- Prof. Raj Sisodia, Distinguished Professor of Conscious Enterprise, EGADE Business School (Mexico)

Course Title: **Body, Senses and Self-Reflection: Yoga and Meditation**
Course Code: C203OE-24EN
Year / Semester: 2nd year / 1st and 2nd semester
Credit: 1 credit (optional course)
Faculty: Adjunct Professor Emiko Matsuda
Class Format: On campus (in person)

OBJECTIVE:
Recently, the practice of "mindfulness" has gained worldwide attention as an effective approach to improving focus and efficiency in the workplace. Indeed, mindfulness is especially popular among professionals in cities across the West Coast of the United States.
One can trace the roots of mindfulness to yoga, a spiritual discipline originating in ancient India. The original purpose of mindfulness was to connect the mind, soul, and body in order to maintain one's "natural state".
Yoga and meditation allow you to rediscover and reclaim a sense of self, which may have been lost as a result of the distractions of everyday life. This course provides an invaluable opportunity for self-rediscovery through deep reflection.

This is a joint course for both Japanese and English programs, and the instructions will be given in Japanese and concurrently translated into English.

LEARNING OUTCOMES:
During the course students will:
Train their mind, body and spirit to attain and maintain their natural state. Through this discipline, students will begin to cultivate a firmness of spirit that is not easily swayed by external distractions.

LEARNING APPROACH:
Yoga and meditation

TEXTBOOK:
None in particular

REFERENCE MATERIALS:
– John Selby (2003) *Seven Masters, One Path: Meditation Secrets from the World's Greatest Teachers*, HarperOne.

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F).

Various Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:

The course will have 7 monthly sessions from October 2023 to May 2024.

1. Yoga and meditation exercises (Matsuda) [2 hours]
2. Yoga and meditation exercises (Matsuda) [2 hours]
3. Yoga and meditation exercises (Matsuda) [2 hours]
4. Yoga and meditation exercises (Matsuda) [2 hours]
5. Yoga and meditation exercises (Matsuda) [2 hours]
6. Yoga and meditation exercises (Matsuda) [2 hours]
7. Yoga and meditation exercises (Matsuda) [2 hours]
8. Yoga and meditation exercises (Matsuda) [2 hours]

Course Title: **Zen Meditation and Self-reflection**
Course Code: C204OE-24EN
Year / Semester: 2nd year / 1st and 2nd semester
Credit: 1 credit (optional course)
Faculty: Adjunct Professor Shoshu Hirai
Class Format: On campus (in person)

OBJECTIVE:

In the East, it has been said that the most important leadership quality is Heijoshin (peaceful presence of mind). Suzuki Daisetsu used the word "Childlikeness" when translating the Zen Buddhist concept of Mushin (no-mindedness) into English. Indeed, this course takes the position that successful leaders are those that can harness these states of mind when making important decisions and facing uncertainties. In this course, through Zen meditation, we confront the "self" or "ego", which stems from earthly desires such as greed, jealousy, anger, hatred, and fear. Through confronting the "ego", students will understand the importance of Heijoshin and Mushin and take the first step in developing these qualities.

This is a joint course for both Japanese and English programs, and the instructions will be given in Japanese and concurrently translated into English.

LEARNING OUTCOMES:

During the course students will:
Confront their "self" or "ego", which stems from earthly desires such as greed, jealousy, anger, hatred, and fear. Through confronting their "ego" students will understand the importance of Heijoshin and Mushin and take the first step in developing these qualities.

LEARNING APPROACH:

- Zen meditation
- Lectures

TEXTBOOK:

None in particular

REFERENCE MATERIALS:

− Daisetsu Suzuki (1997) *Zen and Japanese Culture*, Fine Communications.

EVALUATION:
The evaluation will be made by either a pass (P) or a fail (F).

Various Feedback Methods for Assignments/Exams:
When it is a pass (P) or fail (F) grade, no feedback is given.

SESSION OVERVIEW:
− Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
− Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
− Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
− Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
− Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
− Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
− Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]
− Lecture, Zen meditation, Self-reflection (Hirai) [2 hours]

Course Title: **Individual Project 1**
Course Code: D101CE-24EN
Year / Semester: 2nd year / 1st and 2nd semester
Credit: 2 credits (compulsory course)
Faculty: Associate Prof. Shunsuke Nagao (Supervising Faculty),
Adjunct Prof. Paul Duerloo,
Prof. Junko Edahiro,
Prof. Tetsuya Shiokawa,
Adjunct Associate Prof. Minami Tsubouchi,
Adjunct Associate Prof. Jeff Volinsky,
Adjunct Associate Prof. Daniel van Wassem,
Adjunct Associate Prof. Takeshi Kawasaki
*Each instructor will be in charge of one seminar group
consisting of a small number of students throughout the course.
*Faculty list is subject to change prior to the start of the course.
Class Format: On campus (in person) and online

OBJECTIVE:
Individual Project is deeply related with each student's problem awareness as well as his/her career and challenge agenda after graduation from Shizenkan. In Individual Project, each student envisions his/her challenge as a whole person management leader to create significant value for people, organization and society and communicates his/her challenge to other people to gain empathy and trust.

Students will envision turnaround, reconstruction, or global growth of an existing business or organizational reform from the perspective of the top management of the business, develop a plan for new business creation as an entrepreneur (incl. intrapreneur and social entrepreneur), or develop a policy proposal to reform a country/region as a policymaker. This is to put themselves in a position much higher than where they currently are to accelerate their growth as a next-generation leaders.

Individual Project starts in September in the 2nd year, while students have a guidance session for the seminar activity at the end of the 1st year. 4 to 5 students gather in a seminar group under the guidance of the seminar faculty for 8 months, from September to April*. They meet online/offline twice a month, learn and grow together through constructive criticisms and mutual support. Students will investigate the current state of business, management, and organization as well as its surrounding environment and social trends through collecting and analyzing macro statistics as well as conducting field study and interviews. They also envision a future business model, identify key actions to realize the vision, considering the timeline to carry out the ideas. Finally, students will write up a business proposal report and conduct a speech and presentation to gain support to their project.

*Individual Project is consisted of two courses, Individual Project 1 and 2. While they are separate courses, students will remain in the same seminar group throughout the 2nd year and work with the same faculty member and seminarmates. Note that completing Indivdiual Project 1 is pre-requiste for Individual Project 2.

LEARNING OUTCOMES:
During the course students will:
1. Assume himself/herself to be a business manager, entrepreneur (including internal and social entrepreneurs), and policy maker, and as a whole person management leader, will envision a plan to create significant value for people, organizations, and society.
2. Develop the ability to gain the empathy and trust of others by sharing your plan through speeches and presentations.
3. Acquire and improve the ability to confront others, through considering seriously the plans of other seminar members as well as your own.
4. Envision the future with a higher perspective and broader vision through working on projects with a perspective that is one or two steps higher than their own current position, brush up the ability to create a path of challenge while facing reality and identify your own post-graduation graduation agenda.

LEARNING APPROACH:
- Individual fieldwork and research, development of business proposal, and presentation
- Discussions and mutual feedback in small-size seminar groups
- Class sessions, such as Open Seminar and Speech Workshop

TEXTBOOK:
None in particular

REFERENCE MATERIALS:
None in particular

EVALUATION:
- Contribution in seminar activities (20%)
- Reports (80%)

Various Feedback Methods for Assignments/Exams:
Speech and report will be reviewed, and feedback given in class.

SESSION OVERVIEW:
Seminar faculty will design the details of the course according to the specific interests and situation of seminar members. The following is the overall outline of the course:
1. Identify issues

2. Project theme and scope (1)
3. Project theme and scope (2)
4. Initial project hypothesis (current situation, future state, business scheme etc.)
5. Field research, analysis and hypothesis development (1)
6. Field research, analysis and hypothesis development (2)
7. Field research, analysis and hypothesis development (3)

The above schedule is for small group activities (3-4 hours/session x 7 times basically), students are also required to participate in the joint seminar sessions (3 hours x 2 times) for all groups.

Course Title:	**Individual Project 2**
Course Code:	D102CE-24EN
Year / Semester:	2nd year / 1st and 2nd semester
Credit:	2 credits (compulsory course)
Faculty:	Associate Prof. Shunsuke Nagao (Supervising Faculty),
	Adjunct Prof. Paul Duerloo,
	Prof. Junko Edahiro,
	Prof. Tetsuya Shiokawa,
	Adjunct Associate Prof. Minami Tsubouchi,
	Adjunct Associate Prof. Jeff Volinsky,
	Adjunct Associate Prof. Daniel van Wassem,
	Adjunct Associate Prof. Takeshi Kawasaki
	*Each instructor will be in charge of one seminar group consisting of a small number of students throughout the course.
	*Faculty list is subject to change prior to the start of the course.
Class Format:	On campus (in person) and online

OBJECTIVE:

Individual Project is deeply related with each student's problem awareness as well as his/her career and challenge agenda after graduation from Shizenkan. In Individual Project, each student envisions his/her challenge as a whole person management leader to create significant value for people, organization and society and communicates his/her challenge to other people to gain empathy and trust.

Students will envision turnaround, reconstruction, or global growth of an existing business or organizational reform from the perspective of the top management of the business, develop a plan for new business creation as an entrepreneur (incl. intrapreneur and social entrepreneur), or develop a policy proposal to reform a country/region as a policymaker. This is to put themselves in a position much higher than where they currently are to accelerate their growth as a next-generation leaders.

Individual Project starts in September in the 2nd year, while students have a guidance session for the seminar activity at the end of the 1st year. 4 to 5 students gather in a seminar group under the guidance of the seminar faculty for 8 months, from September to April*. They meet online/offline twice a month, learn and grow together through constructive criticisms and mutual support. Students will investigate the current state of business, management, and organization as well as its surrounding environment and social trends through collecting and analyzing macro statistics as well as conducting field study and interviews. They also envision a future business model, identify key actions to realize the vision, considering the timeline to carry out the ideas. Finally, students will write up a business proposal report and conduct a speech and presentation to gain support to their project.

*Individual Project is consisted of two courses, Individual Project 1 and 2. While they are separate courses, students will remain in the same seminar group throughout the 2nd year and work with the same faculty member and seminarmates. Note that completing Indivdiual Project 1 is pre-requiste for Individual Project 2.

LEARNING OUTCOMES:
During the course students will:
1. Assume himself/herself to be a business manager, entrepreneur (including internal and social entrepreneurs), and policy maker, and as a whole person management leader, will envision a plan to create significant value for people, organizations, and society.
2. Develop the ability to gain the empathy and trust of others by sharing your plan through speeches and presentations.
3. Acquire and improve the ability to confront others, through considering seriously the plans of other seminar members as well as your own.
4. Envision the future with a higher perspective and broader vision through working on projects with a perspective that is one or two steps higher than their own current position, brush up the ability to create a path of challenge while facing reality and identify your own post-graduation graduation agenda.

LEARNING APPROACH:
● Individual fieldwork and research, development of business proposal, and presentation
● Discussions and mutual feedback in small-size seminar groups
● Class sessions, such as Open Seminar and Speech Workshop

TEXTBOOK:
None in particular

REFERENCE MATERIALS:
None in particular

EVALUATION:
• Contribution in seminar activities (20%)
• Reports (80%)

It is essential for both Individual Project 1 and 2 that students fulfill the attendance requirements, which include attending two-thirds or more of all sessions, including meetings within each seminar and workshops conducted with the entire class. Additionally, for the completion of Individual Exercise 2, it is mandatory to deliver a speech and presentation during the final seminar meeting and submit the required report.

Various Feedback Methods for Assignments/Exams:
Speech and report will be reviewed, and feedback given in class.

SESSION OVERVIEW:
Seminar faculty will design the details of the course according to the specific interests and situation of seminar members. The following is the overall outline of the course:
8.   Mid-term progress check and mutual feedback in a joint seminar
9.   Develop the project report, share progress, and provide mutual feedback (1)
10. Develop the project report, share progress, and provide mutual feedback (2)
11. Develop the project report, share progress, and provide mutual feedback (3)
12. Prepare and deliver speech/presentation and provide mutual feedback (1)
13. Prepare and deliver speech/presentation and provide mutual feedback (2)
14. Final seminar meeting

The above schedule is for small group activities (3-4 hours/session x 7 times basically), students are also required to participate in the joint seminar sessions (3 hours x 2 times) for all groups.